



**GISBORNE
DEVELOPMENT
INCORPORATED**

TRADES TRAINING CENTRE

Charter

For the period from

***January 1 2004 –
December 31 2008***

Approved 24 December 2003 by Hon Steve Maharey, Associate Minister of Education (Tertiary Education)

Expiry date 31 December 2008

Declaration of Compliance

We the Management Committee of Gisborne Development Inc. do hereby declare that:

1. The content of this document is a fair valid statement of the current status and operations of this establishment
2. We approve the goals, objectives and mission statement prior to implementation
3. We are well conversed with the legislation requirements that have particular relevance to the entire activities of this establishment
4. We approve all amendments and or changes prior to implementation

Management Committee Chairperson
Full Name: Roger Hayward

Signature: Roger Hayward

Dated: 26 / 9 / 03

Chief Executive Officer
Full Name: Chris Hatwell

Signature: Chris Hatwell

Dated: 26 / 9 / 03

Gisborne Development Incorporated Charter

Gisborne Development Incorporated Trades Training Centre *Turanganui Whakapakari*

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MOE Provider No 9660

Chris Hatwell, Chief Executive Officer

MISSION

Education and skills development for employment

Gisborne Development Incorporated was incorporated under the Incorporated Societies Act 1908 on the 7th September 1983 and approved as charitable for Revenue purposes in December 1992.

Based in the light industrial sector in Gisborne, we operate a community owned Private Training Establishment that delivers trades training programmes up to National Certificate level for the wider Tairāwhiti region.

MISSION STATEMENT

To increase employment prospects in the Tairāwhiti region through education and training.

To foster a holistic environment that reflects trainee goals, providing the opportunity for flexible, innovative trainee centred learning.

Special Character

What sets us apart from other training providers is that we offer a diverse range of services within the vocational sector and hold contracts to supply trades training for TOP, Skill Enhancement (Rangatahi Maia), Youth Training, STAR, Training in Employment, ITO block courses (building) & WINZ Skills Enhancement programme (Home Maintenance).

We also provide the Modern Apprenticeship Co-ordination service from Wairoa to the East Cape. Industry coverage includes boating, building and construction, electrotechnology, engineering, painting and decorating, printing, plumbing, telecommunications, furniture, joinery, architectural aluminium joinery, baking, food processing, motor and retail.

Wide Industry Coverage

- Largest supplier of pre-trade training in the region
- Largest supplier of apprentice to industry in the region
- High level of Maori representation in Modern Apprenticeships
- Strong local and national industry links

Key Elements:

- Expertise and innovative leadership in trades training
- Relevance of qualifications and service we offer our students/clients
- Strong youth focus with 70% of trainees under the age of 18
- High level of Maori representation throughout training centre
- Provision of quality training necessary for trainees to achieve their goals.
- Strong organisational values that underpin everything that we do
- Consistently high outcomes of achievement for our students - excess of 90% gaining Modern Apprenticeships, employment or going onto further training
- National recognition of apprentice achievement – Five top National apprentices in recent years
- Assistance given to community and other non-profit organisations

'On the Job Training'

Our trades training philosophy focuses on matching the needs of industry (local businesses) and our trainees, providing them with a unique combination of theory and practical applications that greatly enhance their opportunities for employment.

Our Uniqueness

- *Whanau Concept*
- *Individualised Approach*
- *Work-like Culture*
- *Skilled & experienced tutors*
- *Flexible Structure and Delivery*
- *Small Class Sizes and Strong Team Ethic*
- *Broad Stakeholder Networks*
- *Specialised Literacy and Numeracy Training Needs Analysis Package*
- *Ability to think and operate outside the square*
- *Learner-centred philosophy*
- *Responsive to industry needs*
- *Trainees have stake in organisation via building and maintenance of premises*
- *Community-based organisation – work on local projects e.g. schools, kohanga, marae, sports clubs etc.*
- *Modern well-equipped workshops designed specifically for each trade*

Strategic Focus

Gisborne Development Inc is committed to raising the skill levels of under-represented youth & long term unemployed, especially Maori & pathwaying them into industry-based Modern Apprenticeships, employment & further training. We also plan to work with both local & national stakeholders to improve the access for learners into vocational careers and address the skill shortages that exist within New Zealand's economic framework. Learners work towards gaining credits in one of the trades of engineering, carpentry, joinery, furniture making, manufacturing, automotive engineering & painting & decorating. The goal is National Certificates at levels 2, 3 & 4. We will extend our coverage and be responsive to the needs of industry and demand of the labour market.

Contribution to New Zealand's identity and economic, social and cultural development

Gisborne Development Inc contributes to New Zealand's economic, social and cultural development significantly by addressing vocational needs and skill shortages in particular supporting the Tertiary Education Strategies one, two, three, & four.

Statistics show that there is a shortage of skilled trades people in New Zealand and Gisborne Development Inc support the New Zealand economy by providing quality pre-trades training and matching individual learners with the right employers. Tutors match learners with appropriate employers based on their community and trade knowledge and then consistently follow up on their progress. Local businesses regularly contact us to request our trainees because of the expertise of our tutors.

The small to medium businesses in our region are the 'bread and butter' of our economy and the fact that our staff are well known within the trades sector makes it possible for the high placements we achieve. To assist with these placements GDI have over the past twenty years built up strong linkages with the Industry Training Organisations (ITOs) that we provide training for and other National Industry Bodies. Under the Industry Training Amendment Act 2002, ITOs have a leadership role on matters relating to skill and training needs for the industries they serve. GDI work with ITOs on the development and implementation of strategic training plans to help build a solid framework of relevant qualifications and quality trades people.

We have established Advisory boards for all trades taught with both local and national representation and the learners gain valuable work experience and complete projects for local employers and community groups as part of their training.

As well as making a significant contribution to the economy GDI makes a major contribution to social development. The majority of our learners are aged between 15-19 and they have little or no qualifications. In order to raise their foundation skills we have installed a computerised literacy and numeracy training analysis package that is linked to New Zealand Qualifications Authority (NZQA) unit standards and measures their progress whilst they are training. In addition to the trades skills they learn, the holistic environment we foster builds up their self-esteem, and teaches them how to co-operate with others as well as empowering them with the other 'soft skills' they require in the real workplace. Over 70% of our trainees go straight into employment, which is our major focus and the remaining 30% onto further vocational study in spite of the low qualifications they commence with.

Our goal for improving adult literacy in our region has led us to become strongly involved in the national literacy framework developments (ALAF). We set clear targets for literacy gains which can be measured in report format. We aim to build capacity by providing our TNA package to other adult learners and sub-contract the service to other providers and agencies such as WINZ.

In our Modern Apprenticeships Coordination role, we have been successful in overachieving our targeted apprenticeship numbers, with an average of 106% achieved for the periods to date. We are the highest performing tertiary provider behind two of the larger National ITOs. We see this as an opportunity for future expansion, especially increasing Maori and female representation, given the increasing numbers of Maori having children and being reliant on benefits in our region. We aim to work closely with WINZ to help address the problem and we see the provision of shorter-term home maintenance courses and other customised short-term courses as areas of development for the future. Other ways we see as vital to the achievement of Maori development are to pursue further alliances with the local Maori community in addition to the AMPTEE partnerships we currently engage in.

AMPTEE – Association of Maori Providers of Training, Education and Employment represents the interests of Maori Private Training Establishments on a regional and national level with input into Maori educational strategy development.

Involvement in Tairāwhiti Development Taskforce, as a tertiary sector representative for the purpose of imparting the visions of the iwi, local authorities and communities within Tairāwhiti **“towards developing a partnership model that supports and sustains cultural, economic and social growth within the region on the basis of mutual respect and understanding.”**

Key stakeholder as Education Community Reference Group member (tertiary sector) in Kiwa Education Partnership project.

The Kiwa Education Partnership (KEP) is recognition by Iwi, the Ministry of Education, the education sector and the community of the value of education. The Partnership is a collaboration of the collective strengths and expertise of these groups, working together to address the key challenges for local education provision, which aim to make a positive difference for local learners. Kiwa is an ancestor acknowledged throughout the Tairāwhiti region who links our communities together.

The Partnership members: Te Runanga o Ngāti Porou
Te Runanga o Turanganui a Kiwa
Gisborne District Council
Ministry of Education
Representatives from regional education sector

Contribution to the Tertiary Education System as a Whole

Gisborne Development Inc – Turanganui Whakapakari welcomes the recognition of vocational education and training as a pivotal component for the success of the growth of the tertiary education sector locally. Strong alliances with regional development groups such as the KEP are seen as crucial for enhancing current linkages and establishing pathways into and out of the various training levels and leading to employment. Target areas include literacy/numeracy and overall skill enhancement with a specific focus on Maori youth. Other linkages that we see as crucial to our contribution to the overall tertiary education system are the finalisation of our memorandum of understanding with Te Ata Hou Trust Hinepukohurangi Branch, our contract with Trades Southern Institute of Technology and links with Trades Waikato Institute of Technology, Tairawhiti Polytechnic, Unitec and local High schools.

Gisborne Development Inc have introduced educational training programmes that are designed for those that have difficulty in finding employment because they lack the basic foundation skills and education required by industry. The basic skills taught are linked to a further education and training spiral that leads to national qualifications in the trades through apprenticeships. Our training is designed to be flexible to suit the individual students' needs, both in time and learning ability.

National Qualifications/Certificates currently offered:

Units towards National Certificate in Carpentry
Units towards National Certificate in Motor Industry
National Certificate Entry to the Joinery Trade
Units towards National Certificate in Painting & Decorating
National Certificate in Manufacturing Engineering
National Certificate in Furniture (Intro)

Future expansion into other areas will be driven by the needs of industry and local business as part of our overall strategy to identify and fill skill gaps in the market.

Marketing the employment and training opportunities available in the trades sector involves working actively with Gateway schools to provide work based training for secondary school students in the Gateway programme.

In addition is the provision of Modern Apprenticeships Co-ordination services working with other Modern Apprenticeships Co-ordinators to facilitate the entry of youth into skilled occupations within the various trades.

We also run WINZ Short Term Special Projects courses. These are basic courses that enable clients to do simple maintenance of their vehicles and homes. Further extension of these courses is an option for the future with the possibility of running night classes.

Gisborne Development Inc will strive to ensure that our excellent facilities are accessible for the growth of the capabilities of our region as a whole by offering relevant training that fills the skill-gap and leads to employment.

Approach to collaboration and co-operation with other tertiary education providers and organisations

Gisborne Development Incorporated acknowledges the importance of fostering meaningful relationships with other providers and organisations in order to ensure the future benefits for our learners and the various industry sectors that we provide training for.

We recognise that strategic alliances with the Industry Training organisations (Joinery ITO, Building and Construction ITO, Furniture ITO, Motor ITO, Competenz, Painting and Decorating ITO and Electrotechnology ITO) and AMPTEE are especially crucial from a National perspective as is our role as Modern Apprenticeships Co-ordinator for the Tairāwhiti region. These relationships enable us to have positive input into the development of tertiary initiatives for the skill enhancement of our learners and the growth of our organisation into the future.

We have established key strategic partnerships with local AMPTEE members, Matapuna Training Centre, Wairoa-Waikaremoana Māori Trust Board and Tautoko Work Trust whereby we regularly exchange information and utilise resources for the mutual benefit of all. We aim to increase AMPTEE membership within the greater Tairāwhiti region as part of the overall national AMPTEE objectives in order to improve Māori participation within the tertiary sector.

We are also members of the following organisations:

- Employers and Manufacturers Assn (EMA)
- Motor Trades Assn
- Master Painters Assn
- Master Builders Assn
- Building Research Association of New Zealand (BRANZ)
- Site Safe
- Red Cross
- The Order of St John
- East Coast Timber Processing and Furniture Manufacturing Industries Cluster
- Gisborne Chamber of Commerce

Other key relationships are:

Kiwa Education Partnership (KEP)

Active involvement in Tairāwhiti Development Taskforce

Contract with BCITO to provide apprentices (registered with the BCITO) with training in the theory unit standards related to the National Certificate in Carpentry.

Contract with Trades Southern Institute of Technology to supply automotive training packages

Links with Trades Waikato Institute of Technology and Unitec for external assessment and moderation cluster group participation to ensure code of best practice

Links with Tairāwhiti Polytechnic to pathway learners and work collaboratively on various tertiary projects such as curriculum alignment

Links with regional high schools offering pre-trade training as an alternative to mainstream education including attendance at career days

Memorandum of understanding with Tautoko Work Trust as "Tautoko Gisborne Education Developments" to incorporate SBAE program in conjunction with Lytton High School

Links with Red Cross and The Order of St John as providers of First Aid modules for learners

Link with Te Ata Hou Trust Hinepukohurangi Branch to establish a Memorandum of understanding for the provision of BCITO training program

Link with Turanga Ararau through the sharing of resources and information

Link with Industry Training Federation through the sharing of resources and information

GDI works in close collaboration supporting and facilitating the aims of the Gateway programmes of Lytton High School, Wairoa College and Tolaga Bay Area School. Sharing trade resources and our industry networks and knowledge

Close working relationship with Apprentice Training NZ (ATNZ) promoting Engineering Apprenticeships in the region.

Our approach to collaboration is driven by the vision of our Mission Statement and is consistent with our special character. We aim to raise the skill levels of those who may otherwise not have an opportunity to achieve successfully in the tertiary arena, which will provide benefits for us and the wider tertiary education system.

Approach to Fulfilling Treaty of Waitangi Obligations

Gisborne Development Incorporated maintain a strong stance in recognising the importance of the principles of the Treaty of Waitangi and the philosophy of an equitable partnership between European and Maori alike. This philosophy is woven through the fabric of our organisation and underpins the policies and procedures that form the basis of our Quality Management System.

Principles of the Treaty of Waitangi

PRINCIPLES OF THE TREATY	DEFINITION OF PRINCIPLE	IMPLICATIONS FOR GISBORNE DEVELOPMENT INC
Kawanatanga Principle	<i>Government Principle.</i> Recognises the right (and obligation) of the Crown to govern and make laws for the common good.	Compliance with government legislation, and Society constitution in order to provide a safe and healthy learning environment that is conducive to learning for Maori
Tino Rangatiratanga Principle	<i>Self-determination Principle.</i> Allows for Maori self-determination over their possessions; Recognises the right of iwi to manage their own affairs; affirms the right to development.	Recognition of Maori student's learning styles and provision of "learner-centred" self-paced delivery of training that allows autonomy and encourages a broad range of life skills, including team-building and leadership Provision of a hands-on practical approach to training that enables flexibility for individual Maori skill development
Partnership Principle	<i>Good Faith Principle.</i> Based on Treaty as a whole. Involves developing a sense of mutuality between partners.	Recognition of the Treaty concepts of partnership, protection and participation as an interwoven thread linking our policies and principles to the framework of our key mission: <i>being to provide quality, relevant training that raises the skill levels of learners and pathways them into employment or further training</i>
Protection Principle	<i>Taonga Protection and Redress Principle.</i> Means protection of Taonga including Te Reo Maori and Tikanga Maori	Commitment to providing a holistic learning environment that is sensitive to Maori learners needs Commitment to whanau concept whereby ongoing support is provided to all Maori learners and participation from family and community at large is encouraged
Participation Principle	<i>Citizenship and Equality Principle.</i> Citizenship and equality are rights, implies equitable access and educational opportunity	Assurance from GDI that Maori learners will have equal opportunities to access courses and are provided with additional pre-entry/post-entry support to counteract any barriers to successful outcomes

Other ways we aim to increase achievement by Maori learners are:

- Centre is open to whanau to support learners
- Whanau can be involved with social events & cultural exchanges
- Strong linkages with AMPTEE & memorandum of understanding with Tautoko Work Trust to improve processes for Maori youth both nationally & regionally
- Improve collaboration with local iwi groups and other Maori providers
- Increase numbers of Society committee members to include higher proportion of Maori representation

Approach to meeting the needs of Pacific peoples

Gisborne Development Inc supports the educational aspirations of Pacific peoples by providing access to quality pre-trade training. We seek to improve the participation of Pacific peoples in the vocational sector by establishing links with the Pacific Islands Community Trust in Tairāwhiti and other representatives. Our region has low numbers of learners who identify themselves as Pacific people, but we aim to ensure that we provide a learning environment that supports their individual aspirations and specific needs.

Approach to meeting the educational needs of learners

GDI provides a learning environment that is student-centred, safe and open based on principles of whanaungatanga. In honouring the Tiriti-O-Waitangi GDI recognises the partnership between Maori and Iwi Whenuatia where all have equal opportunity to access the services provided by the Society. We are dedicated to meeting the needs of the individual learner and accomplish this goal by:

- providing an environment that stimulates them and ensures that they are supported from pre-entry to post-entry in order to achieve their full potential within the vocational sector
- maintaining close involvement with ITO's at a National level and local businesses so that qualifications being taught are relevant to current workplace practice.
- providing a training centre that is modern, safe and designed specifically for various trades
- providing learners with small class sizes - an average of 10 students. Theory classrooms are equipped with televisions and videos.
- offering delivery that is flexible, self-paced and responsive to the needs of the individual with a strong focus on developing the various skills necessary to face life in the real world.
- providing a computer training needs analysis pod which caters for 8 students at a time and has dial-up connectivity to the internet for additional resourcing of information
- individually assessing learners – tailoring pathway plans dependent on which trades area they wish to specialise in.
- integrating work experience as a crucial part of the overall program - employee/employer agreements are drawn up as part of this process. This enables trainees to understand their rights & obligations when training off-site.
- providing assistance with travel & accommodation for those learners from outside Gisborne city.

We actively seek placement with employers on a 'best-fit' basis so that the opportunity for success in the workplace is maximised. We are committed to ensuring that the energy and investment being made in the future of tertiary education is nurtured and grown to its full potential in our holistic "life-long learning" environment. We aim to meet our goals and add value to the overall development of our region in alignment with the tertiary education strategies by providing a service to our trainees, apprentices, staff and other stakeholders that empowers them with the vision of our mission statement.

Approach to ensuring the organisation develops and supports a staff profile that reflects its mission and special character

Gisborne Development Inc is an equal opportunity employer with a strong commitment to life-long learning as part of its philosophy. In line with this strategy is the commitment of a minimum of 2% of our administration budget for the up-skilling of staff per annum. All staff have personal development programmes and opportunities to diversify their existing skill base.

All tutors have trade certificates in their fields of expertise and National Certificates in Adult Education and Training. Our literacy & numeracy driver has a Bachelor of Education and regularly attends and participates in literacy and numeracy seminars.

Health and Safety in the workplace is paramount. All tutors and staff have the opportunity for active involvement in OSH policy development and regularly attend workshops and seminars to increase their knowledge of current legislation. Hazard management and monitoring are areas of particular importance. This ensures they are kept informed as to any changes in OSH policy that may affect the delivery of their programs. All courses include hazard avoidance as a core component and our Health & Safety Officer conducts quarterly health audits as well as regular fire drills.

Our recruitment processes are designed to ensure that the special character of GDI is not compromised, as it is crucial that potential staff are selected to fit the organisational culture and the needs of learners. Staff are well remunerated.

Governance and management structures and principles

First established in 1982 as a service club project of the Gisborne Rotary clubs, the Business and Professional Women's club and the Lions club, GDI was assisted by the then Commissioner of Apprenticeships and the local Director of Maori Affairs Department. Its aim at that time was to facilitate access to employment for young people of Gisborne. The society's members are drawn mainly from the business community who are very supportive of the Training Centre. The Society constitution governs the strategic goals and objectives of the organisation while an elected management committee of seven members led by the CEO, is responsible for the routine administrative functions of the society.

GDI follow a coherent quality management system for implementation of quality policies and procedures that are evaluated and assessed on a consistent basis. This system ensures the society has the resource capability to maintain the "whanau" learner-centred environment fit for delivering quality education/training of unit standards and attainment of our goals:

- The provision of a learning environment that enhances the learners employment prospects
- The provision of an organisational structure and administration system which supports the educational goals of the learner
- The provision of suitably qualified and motivated tutors who manage the learning environment in ways which best meet learner's individual needs
- Development of robust risk management procedures that adhere to all legislative and compliance requirements
- On-going procedure for evaluation and continuous improvement of goals, structures, equipment and systems with focus on quality and outcomes
- Collaboration with stakeholders to develop innovative methods of delivery and improve accessibility to our learners (e-learning theory packages etc.)

Consultation Undertaken in Preparation of the Charter

Gisborne Development Inc consulted with internal and external stakeholders in the development of its Charter and integrated their views into the Charter.

The attached report describes the consultation process and its outcomes.

Summary of consultation process and consultation outcomes

Gisborne Development Inc's consultation process was as follows:

1. A draft Charter was developed in consultation with all Committee and Staff members. Those views are reflected in the Charter.
2. We had a hui with local AMPTEE members and Tairawhiti Rural Education Activities Programme (REAP) Inc. Area Manager and gained valuable feedback. Those views are reflected in the Charter.
3. Selected ITOs were consulted with directly via phone and e-mail and letters of support received. Their suggestions are reflected in the Charter.
4. An advertisement was placed in the Gisborne Herald on 6 September 2003, inviting comment, outlining where the draft Charter could be accessed and listing the following stakeholders:
 - current and former participants in Gisborne Development Inc's programmes and initiatives
 - staff
 - Tairawhiti Community groups and organisations
 - Tairawhiti Regional High Schools
 - Tairawhiti Central Government Agencies
 - Iwi, Maori organisations and communities
 - Pacific organisations and communities
 - other Tertiary Education Providers
 - other Education Providers
 - business, industry, employers and representative agencies.
5. Gisborne Development Inc engaged directly with the key representatives of the published stakeholders list, informing them of the role of the Charter and inviting them to participate in a meeting or to respond individually via email, hard copy or face-to-face meeting. Gisborne Development Inc included their views in its proposed Charter.
6. Tutors conducted a Charter "workshop" with trainees to explain the significance of the Charter and they provided feedback which was included in the Charter.
7. Gisborne Development Inc informed its stakeholders about any changes to its Charter through consultation and provided an updated Charter as sent to the Tertiary Education Commission.

This met the requirements of section 1590 of the Education (Tertiary Reform) Amendment Act 2002.

We intend to continue the consultation process as part of our on-going strategic planning as we recognise the value of meaningful engagement with our stakeholders.