



COMMUNITY POLYTECHNIC

Te Kura Matatini o Whitireia

WHITIREIA COMMUNITY POLYTECHNIC

CHARTER

2003

MIHI

E ngā mana, e nga reo
Koutou mā, huri noa
Tēnei te mihi ki a koutou katoa

Hei mihi tenei na te mana whenua
a Ngāti Toa Rangatira me Te Kura Matatini o Whitireia .
He maioha, he mihi aroha ki nga waka, ki nga maunga, ki nga iwi katoa.
Tēna koutou, tēna koutou, tēna koutou katoa

KARAKIA

He Hōnore, he kōroria
ki te Atua i Runga Rawa
He Maungarongo ki te whenua
He whakaaro pai ki ngā tāngata katoa.

Mai Miria-te-kakara ki Whitireia, whakawhitia te moana o Raukawa, ki Wairau, ki Whakatu.

He Whakamarama

The Whitireia Community Polytechnic is named after the Whitireia maunga (mountain) of Titahi Bay. This is the mountain that Ngāti Toa identify with, the highest mountain in their rohe (district). This is the physical reflection of their lofty aspirations and their perception of their tribal standing and worth. Whitireia maunga does not fit into this equation. It is a relatively insignificant feature when compared with the soaring peaks of the Tararua and Rimutaka. Why then was it chosen to fit into this prominent role?

Its significance lies in its function, not in its feature. In the early days the main traffic route (to and fro) to the South Island was from this coast. The nor-westerly prevailing winds would be side-on, making crossing easier than coming from Wellington (Poneke) head-on. Returning, the navigators would look for the cone-shaped knob that would rise against the blue haze of the Tararua(s). They would aim for this and find entry to the Porirua Harbour.

Puoho Katene
Kaumatua – Ngāti Toarangatira

MISSION STATEMENT

Whitireia Community Polytechnic's mission is to provide excellent education and training opportunities for individuals to develop their talents and abilities to contribute to the social well-being and economic success of their society.

VALUES

Manaaki	Encouraging the sharing of views, learning and resources, where individual self-esteem (mana) and group harmony result from caring about and supporting one another.
Integrity	Maintaining the highest ethical standards and permitting public scrutiny of all processes to ensure the continuance of those standards.
Accountability	Monitoring and reporting on the maintenance of educational quality standards and on the responsible use of public resources.
Equity	Achieving more equal outcomes by providing significant learning and education success for those who have not previously had such opportunities.
Identity	Creating a learning environment where all people feel they belong because their uniqueness is valued and promoted.
Responsiveness	Being flexible, creative and open to change, to better meet individual, industry and community learning needs.
Success	Being an effective organisation with a clear sense of purpose, striving for excellence and creating an environment where all have the right to succeed.

GOALS

OVER-ARCHING GOAL

Demonstrating leadership in the tertiary education sector in implementing the Treaty of Waitangi

GOAL 1

To extend the range, relevance and quality of learning opportunities offered to students to enhance their potential, particularly for employment, locally, nationally and internationally

GOAL 2

To focus on the success of every student through flexible learning delivery, technology supported learning and quality educational support services.

GOAL 3

To be recognised as a leading provider of tertiary education for multicultural communities and in achieving equity of educational and employment opportunities

GOAL 4

To enhance the long-term financial viability of the polytechnic through sound financial management, effective administrative systems and managed entrepreneurial activities

SPECIAL CHARACTER

Te manu e kai ana i te miro –
nona te ngahere.
Engari te manu e kai ana i te
matauranga – nona te ao.

*The bird that eats of the miro
berry, owns the forest.
But the bird that eats of
education, owns the world.*

Whitireia Community Polytechnic's fundamental belief is that everyone has a right to an education which assists them to develop their talents and abilities, and it is our responsibility to make sure that all individuals are supported and encouraged to succeed in this endeavour.

To make this happen we are committed to genuine engagement with Maori, with business and industry, with Pacific peoples, with other groups in our communities, with other education providers, and with our students.

Whitireia's character as a polytechnic is defined in New Zealand Education Act 1989 and the Charter of New Zealand Institutes of Technology and Polytechnics 2003. These documents differentiate the polytechnic sector as a key part of the tertiary education system with a special emphasis on providing high quality, relevant and innovative vocational tertiary education for New Zealand.

Within this larger context, Whitireia has developed its own special character, with a major commitment to equity, identity, community and the Treaty of Waitangi partnership. These values reflect our beginnings as a polytechnic established to encourage tertiary education access and achievement for Porirua City. Today, the polytechnic's character and programme is still shaped by the economic, social and demographic characteristics of the Wellington region from Otaki to Wellington City.

The polytechnic has a main campus in Porirua, with satellite campuses in Kapiti and Wellington, and an Auckland campus for international students.

Although the polytechnic has expanded, the same values and strategic goals apply across all campuses. We will further develop the following defining characteristics of Whitireia's culture and character:

- Focus on applied vocational education and training
- Commitment to community
- Student access and second chance education
- Commitment to student achievement
- Leadership in implementing the Treaty of Waitangi
- Excellence in multicultural education
- Commitment to educational achievement of Maori
- Commitment to educational achievement of Pacific People
- Collaboration and partnership
- Innovation
- Sound management

CONTRIBUTION TO NEW ZEALAND'S IDENTITY AND DEVELOPMENT

Ko te pae tawhiti, whaia kia
tata
Ko te pae tata, whakamaua kia
tina

*Seek out distant horizons, and
Cherish those you will attain*

Source of both the pepeha and
translation was Rangi Mete-
Kingi of Whanganui descent.
*Nga Pepeha o Nga Tupuna –
H. Moko Mead & Neil Grove*

Whitireia plays a significant role in fostering regional economic development. We are committed to working closely with business and industry to provide appropriately skilled and knowledgeable employees who are able to sustain and encourage economic growth.

Innovation is an important part of our culture, both in terms of supporting staff and programme innovation, and in promoting entrepreneurship amongst our students. We will continue to work closely with industry to support innovation and future economic development.

Whitireia provides New Zealand with a model for working in partnership with Treaty partners and the Pacific community. We will continue to develop our expertise in Maori and Pacific education work with our local communities to meet their development needs.

CONTRIBUTION TO THE TERTIARY EDUCATION SYSTEM

Our main focus is on the provision of nationally recognised certificates and diplomas at levels 3-6 of the National Qualification Framework. A wide range of foundation and introductory programmes provide pathways to these qualifications. We also offer applied degrees and some specialised applied postgraduate qualifications.

We contribute to the tertiary educational system at four levels: local, regional, national and international.

Local: Whitireia Community Polytechnic is the major provider of vocational tertiary education and training in Porirua and on the Kapiti Coast. As our name suggests, we are committed to working in collaboration with all our communities – business, industry, iwi and community groups – to identify their educational requirements, develop new learning programmes and monitor the quality and relevance of current programmes.

Regional: Whitireia collaborates with other regional tertiary education providers and stakeholders to ensure the broadest possible range of vocational education opportunities in the greater Wellington region. Whitireia and Wellington Institute of Technology have developed complementary strengths. Agreements with Wellington universities provide educational pathways for our students.

National: Whitireia is a distinctive member of the national polytechnic sector. We provide national programmes in niche areas of expertise and undertake research of national importance in areas where Whitireia can

make a special contribution e.g. through Whitireia's Pacific Health Research Centre.

International: Whitireia learning programmes have an international dimension to ensure that graduates are ready to participate in the global economy. We value international students as part of our student profile, to support our viability and to provide a wider multicultural experience for all our students. We are active in providing education for Pacific countries in partnership with local institutions in those countries.

APPROACH TO COLLABORATION WITH OTHER TERTIARY EDUCATION PROVIDERS

Me mahi tahi tatou mo te
oranga o te katoa.

*Let us work together for the
wellbeing of all*

Whitireia commits to working collaboratively with the other tertiary education institutions to deliver optimal information, access, relevant programmes and learning pathways for all students.

Wherever appropriate, the tertiary education institutions will jointly consult stakeholders to facilitate common responses to stakeholder needs and priorities.

Together with other regional providers, we will attempt to ensure that the tertiary education system is aligned with regional goals, achieves those goals as efficiently as possible and is responsive to the needs of communities.

APPROACH TO FULFILLING TREATY OF WAITANGI OBLIGATIONS

Our kaupapa is tertiary education leadership that is accountable to Maori.

Whitireia has a primary commitment to honouring the Treaty of Waitangi and an overarching strategic goal to demonstrate leadership in the tertiary education sector in actioning the Treaty of Waitangi.

We have strong working relationships with Treaty partners, including Ngāti Toarangatira iwi, Te Atiawa ki Whakarongotai and Ngāti Raukawa.

Treaty partners make an active contribution to polytechnic strategic and business planning and are represented on all decision-making bodies. The polytechnic's commitment to the Treaty partnership is demonstrated in its policies and programmes.

APPROACH TO MEETING EDUCATIONAL NEEDS OF LEARNERS

Hutia te rito o te harakeke,
kei hea te ko mako e ko,
Kii mai ki au, he aha te mea
nui o te ao? Maku e kii atu,
he tangata, he tangata, he
tangata.

Whitireia makes a major commitment to ensuring that all students are able to participate in tertiary education and achieve recognised vocational qualifications.

To improve access for students, a wide variety of foundation and bridging courses are available. Core components are included in all teaching programmes, while core skills courses are available for all enrolled students. Access at all levels is further facilitated through the recognition of current competencies, the provision of alternative pathways, and multiple entry and exit points.

Programmes include an applied component as an integral part of the curriculum. This may be , through work placements in industry, clinical placements, or performance in the creative arts. The aim is to ensure that students have the skills and experience they need to move straight into employment in their chosen field.

Programmes are increasingly flexible and modular. Online learning options are increasingly offered to students, as reflected in the new campus plan for the Porirua campus, which will become a hub for delivery to satellite campuses as well as students based at home or in the workplace.

Students study in small groups and classes with well-qualified teaching staff as facilitators of learning solutions. The learning environment is accessible, multicultural, friendly and supportive.

Excellent learning support services are available to make sure that students have the opportunity to succeed at every level. The high quality of teaching, together with the wide range of learning services, has contributed to significant levels of achievement for Whitireia students, including students from under-represented groups, those with limited previous educational success and those with disabilities.

Our equal educational opportunity programme and specialised equity initiatives address the particular needs of currently under-achieving groups.

Annual objectives are set and monitored for Maori students' participation, completion, success and progress to further learning or employment, with the requirement for annual action plans for each programme where targets are not met.

We will continue to provide excellent teaching and learning programmes and learning support for students, so that all students have the maximum opportunity to succeed and gain recognised qualifications.

APPROACH TO MEETING THE NEEDS OF MAORI PEOPLE

We aim to provide learning pathways and programmes which contribute to Maori development. Whitireia will continue to honour the Treaty partnership, to work with Māori communities to plan for Māori economic development aspirations, and to develop new programmes or relevant options within existing qualifications to better meet the needs of Māori students.

APPROACH TO MEETING THE NEEDS OF PACIFIC PEOPLE

Whitireia aims to ensure that Pacific students participate fully at all levels in the polytechnic and successfully gain recognised qualifications.

Partnerships with Pacific communities are fostered to identify and develop new programmes or relevant options and themes within existing programmes to meet the aspirations of Pacific communities and Pacific students.

The Pacific Health Research Centre makes a unique and national contribution to research of relevance to Pacific communities.

HOW THE STAFF PROFILE FITS OUR MISSION

Whitireia appoints well-qualified staff with relevant qualifications and industry experience and has a commitment to staff development. As a result, our staff are skilled, experienced, and well supported. A relatively low staff turnover, means that our staff are experienced and many have substantial networks with local communities.

Whitireia has an active Equal Employment Opportunities policy, and we are working towards a staff ethnicity and gender profile that reflects the student profile at the polytechnic.

All teaching staff and support services are evaluated by students each year, with a requirement for monitored action plans if standards are not being maintained.

GOVERNANCE AND MANAGEMENT

Whitireia Community Polytechnic's Council's membership, roles and responsibilities meet legislative requirements under the Education Amendment Act 1989. The Council has clear terms of reference and is accountable for its achievement to three parties: the Minister of Education; the various external agencies with whom the polytechnic deals; and the communities it serves. The Council regularly approves, reviews and monitors the Strategic and Business Plans and the polytechnic's annual key performance indicators.

Council Composition

- The Chief Executive of the institution;
- One member of the academic staff elected by the permanent members of the academic staff;
- One member of the allied staff elected by the permanent members of the allied staff;
- One student;
- One member of the Tangata Whenua;
- Four members appointed by the Minister of Education;
- One person appointed in consultation with the Employers Association
- One person appointed in consultation with the NZ Council of Trade Unions

Management structures are reviewed annually, and may be adjusted to ensure that the organisation is focused on current strategic requirements. Synergy between various programmes and services is maximised.

Whitireia emphasises careful planning and risk management to achieve its mission and strategic goals, together with prudent financial management.

CONSULTATION

Whitireia regularly consults with key stakeholders, building on relationships established over the last 10 years or more. The consultation process for the Charter and Strategic Plan included input from: communities and stakeholders in Porirua, Kapiti, Wellington and Auckland, tangata whenua, Māori communities generally, Pacific communities, local authorities, local economic development agencies, businesses, industries, employers, secondary schools, tertiary education providers, Industry Training Organisations, professional bodies, staff and students.

The process has included mail-outs to those on the register of interest, public advertisements, community meetings, regular involvement by staff with community groups/agencies, programme advisory committee meetings, regular meetings with the local mayors and local authority CEOs, and communication with relevant government departments. A structured consultation process has taken place with staff and students. Feedback from stakeholders has been included in the Charter and Profile, and we will continue to develop these consultative relationships into the future.