

Educational Charter

September 2003



Young Women's Christian Association of Christchurch Incorporated established 1883

Purpose of the YWCA of Aotearoa-New Zealand:

The YWCA of Aotearoa-New Zealand works to empower women,
especially young women,
by enhancing their spiritual, physical, mental and cultural well-being.

We acknowledge our Christian and Women's heritage

And commit ourselves to Te Tiriti O Waitangi

And to addressing all forms of oppression,

So that women may together attain social and economic justice.

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1. Mission

The YWCA Christchurch Inc. has as an overall purpose of empowering and motivating those with least access to resources and those who have no or low qualifications yet seek the Foundation and Vocational skills that will contribute to sustainable life long learning, employment and Nationally recognised qualifications. It is committed to honouring Te Tiriti O Waitangi and its women's heritage that spans now across three centuries. As an all women Provider it will provide a role model of high quality leadership, citizenship, fiscal responsibility, and education opportunities as well as informed advocacy, good employment relations and wise mentoring for women and especially for young women.

2. Special Character

The YWCA Christchurch Inc -

- Is an accessible, accountable, membership based Community organization with deep community roots and a long and strong history of co-operation, innovation, tenacity and advocacy for social, economic and educational equality for women, especially young women.
- Works with learners of all ages who have the least access to resources.
- Is informed from and works within local, national and international forums and networks and has a developed empathy with migrant and refugee people.
- Has 20 yrs of experience in education and preemployment training.
- Has Funding for Tertiary Education Commission's Training Opportunities eligible people and Youth Training for young women.
- Has chosen a learner centred education style accountable to the Montessori Philosophy which values and promotes the individualism of each person recognising personal learning styles and strategies and celebrates the prior learning and cultural experiences of each individual while the learner is within its programmes and up to 2 years support and advocacy post programme.
- Uses individualised one-on-one case-managed pathways supporting, encouraging and empowering the learner to attain goals by monitoring and challenging needs, behaviours, progress and achievements in its programmes.
- Has a very high staff to learner ratio with 1 staff person to 6 – 10 learners
- Maintains a safe site especially for young women, with varied learning spaces and workrooms with adult interactions each day modelling positive behaviours, employment practices and mentoring.
- Recognises the need for valid learning outcomes that empower students and especially for early leavers and low achievers from the Secondary System uses appropriate and varied experiences to have learners gain a sense of achievement, recognisable and transportable qualifications and useful skills
- Has worked with the Apparel and Textile Industry Training Organisation, has gained support from the Retail Industry Training Organisation, and has long term working relationships with employers, schools, Workbridge, Work and Income Work Brokers, Action Works, Truancy Services, The Police, CYFS.
- Recognises the need for all students to develop balanced lives that value social, family, financial needs as well as personal, spiritual and emotionally balanced lives in conjunction with their studies for academic qualifications.

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

The YWCA Christchurch Inc. –

- Contributes to increased participation within the society and its economic transformation through providing quality Training for unemployed and school leavers enhancing learner all round confidence, foundation and employment skills – the Training Opportunities programme has achieved at least 75%, and contracts with TEC for 70% positive outcomes for learners mostly into work.
- Contributes to reduce the number of young people, in which young Maori women are over represented, who are excluded from Higher Education Institutions and National Certificates, through enhancing their basic educational achievements, social maturity and qualifications. 28% of all our learners identify as Maori with possibly 40% of the young women claiming that ethnicity. The first to achieve the NCEA Level 1 in June 2002 through the YWCA Christchurch (and perhaps the country) was a young Maori woman.
- Contributes to the social cohesion within a multicultural society by encouraging and integrating people from multiple ethnicities to train together to achieve their full potential and gain employment for the common good of the nation. Less than 50% of our learners identify as pakeha.

4. Contribution to the tertiary education system as a whole

The YWCA Christchurch Inc. -

- Contributes to Strategy Three “Raise Foundation Skills so that all People can participate in our Knowledge Society” through the educational achievements at levels 1 and 2 in the Tertiary Subjects – English (Visual, Oral, Written); Mathematics, Health, Physical Education, Computing, Business and Management and Core Skills (Communication Skills, Core Generics and Service Sector) and Levels 1 to 3 with the Apparel and Textile Industry Training Organisation and the Retail Industry Training Organisation.
- Contributes to the volume of National Certificates awarded as a number of learners, who were early school leavers in 2002, have now achieved the new NZQA qualification NCEA Level 1 and can work towards Level 2 and National Certificate in Employment Skills. An average no of credits per youth learner has been estimated as 1.5 per learner week which could give a total of 72 per full-time learner. The realist TEC contract target has been set at 36 credits per trainee as the learners have much more to achieve in motivation and adult behaviours which may not be measurable through NZQA credits.
- Contributes, along with other Youth Training Providers, to the greater accessibility of this new but significant pathway towards new and higher goals in tertiary education for those who left the secondary system without qualifications.
- Contributes to a link back into the secondary school system for early leavers who have had a chance to gain confidence in their own abilities to achieve.
- Contributes to the improvement of the levels of literacy in the workplace by employing trained and experienced Literacy Specialists to work with Training Opportunities and Youth Training learners by professionalising the needs assessment and evaluations of any progress being made within integrated literacy interventions.

- Contributes to the capacity of the Tertiary System by being a part of Literacy trials, having staff and the Organisation work towards the Best Practice required by the Literacy Quality Assurance Mark.
- Is continuing to deepen its understanding of the core, generic and secondary school curriculum skills required to enhance the initially poorly defined “Foundation Skills” (currently viewed by us as inclusive of Literacy, Numeracy, Technology, Communication skills, Problem Solving, Self Management, Social and Co-operative and Work and Study skills) in order to ensure we follow the Best Teaching Practice possible in this area.
- Contributes to Strategy Four: “Develop the Skills New Zealanders need for our Knowledge Society” by working with the Apparel and Textile Industry Training Organisation and the Retail Industry Training Organisation with basic qualifications for Machinists, Cutters, Service Skills and those who must achieve the related work habits and attitudes to work within a factory.

5. Approach to collaboration and cooperation with other tertiary education providers and organisations

The YWCA Christchurch Inc. –

- Links with other TEOs to share in the Training Workshops and Opportunities offered through the Tertiary Education Commission e.g Numeracy Workshops with Warren Shephard and the Canterbury Integrated Literacy Advisory and Resource Service through Hagley Learning Centre.
- Shares its Youth Social Worker with Nga Hau E Wha National Marae Training Centre for 2 days per week and with YMCA on an “on call” basis to assist with the social and welfare needs of the young women learners within those two TEO’s some of whom are still being supported by the YWCA.
- Organised joint Tutor Training for the Up-Skilling of staff in relation to the “Integrated Literacy Capacity” which was delivered by Julie Cates from Hagley Learning Centre for YMCA, PEETO, YWCA and Nga Hau E Wha.
- Is a contributing member of the local Training Provider’s Association which provides a link with other Private Training Establishments, TEC, Work and Income, Action Works, Workbridge and the wider LEC group.
- Is an active participant in the ACE (Adult Community Employment programme organised by Canterbury Development Corporation) and Task Force Green programmes from Work and Income Work Brokers.
- Has responded to requests from LWR to train their Trainer and to provide short term targeted training for their employees as they developed.
- Maintains a close link with the Apparel and Textile Industry Training Organisation as a member of the ATITO, attending its AGM, being consulted by, and consulting with, its CEO, Office staff and Moderators.
- Is developing a relationship with the Retail Industry Training Organisation with the possible outcome of supplying workshops and using their units standards within programme material in YWCA local training.
- Has almost daily contact with other TEO’s who may have vacancies for trainees or who wish to refer trainees into these basic entry level programmes.
- Has almost daily contacts with some of the following - Schools, Truancy Services, Vocational/Liaison Tutors, Youth Cultural Development Services, Canterbury Youth Worker’s Collective.

- Had two tutors actively involved within the ALAF (Adult Literacy Achievement Framework) trials which had learner's achievements compared to descriptors, the results mapped on a profile and the learner's progress followed as they moved both within a profile and between profiles in an attempt to obtain a greater reliability and focus in assessment of achievement.

6. Approach to fulfilling Treaty of Waitangi obligations

The YWCA Christchurch Inc. –

- Recognises the nature of Tino Rangatirotanga as the absolute authority of Maori over their taonga and makes a commitment to Oritetanga ensuring Maori have equality and access to Services (inclusive of TEC funded programmes) at at least the same level as other citizens.
- Therefore as an Association working especially with young women it has: – (a) maintained relationships with Maori communities and services working with Maori individuals, communities and organizations within a number of sectors (housing, welfare, family, health and education); (b) have Maori women participating as Consultants, elected Board members, staff, volunteers, members; (c) endeavoured to recruit Maori staff in appropriate positions to support Maori-to-young Maori services which involve their taonga – Te reo, Wairua, Tikanga, Kapa Haka; (d) at interview and on appointment required staff to make a commitment to our policy which is designed to ensure they have the cultural competence to show respect for and understand in part Maori values (e) recognise the need to redress imbalances that exist between Maori and other New Zealanders and give priority to the equal access for Maori women to our programmes; (f) attempt to make the environment welcoming for young Maori and their whanau; (g) at intervals require Board members and staff to attend Treaty of Waitangi Workshops to re-work their own commitment to this obligation.

7. Approach to meeting the needs of Pacific peoples

The YWCA Christchurch Inc-

- Has chosen to (a) maintain close links with the Pacific Peoples communities, organisations and individuals by having Pacific women as Consultants, elected Board members, staff members, volunteers, and trainees by inviting the smaller Pacific Island communities (Nuie and Tonga first) into the YWCA to assist with the building of trust to allow for Pacific Island young women from these Nations to be supported by their families during their time within the programmes (strongest links with the Samoan Community already);
- (b) will work to establish a memorandum of understanding with a Pacific Island Tertiary organisation for the purposes of establishing best practice principles for pacific learners.

8. Approach to meeting the educational needs of learners

The YWCA Christchurch Inc.

- Works within the educational Philosophy of valuing the learner, giving choices and support within the learning environment which allows for individualised learning geared to established goals and expectations.

- Has a safe, warm and friendly learning environment with a variety of learning resources and people available, variety in the methods used to encourage and promote learning, and variety in the learning aids available.
- Recognises that the learners participation is the first essential for learning achievement and that skilled and trained staff must be able to recognise and respond to the variety of past experiences and learning styles that will be present within any group.
- Recognises the infectious nature of achievement and employs skilled staff to work with very reluctant learners to maximise the effects of some learners successes for the benefit of themselves and to enhance the motivation of others.
- Respects the learner's right to a quality education and training by providing adequate and accessible information about the programmes, the selection criteria and procedures and the support which can be available for learners in a form which can be understood before the learner enters the programme.

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

The YWCA Christchurch Inc.-

- Employs high quality staff with experience and qualifications and/or training appropriate to the staff positions which are needed to achieve its goals and objectives and maintains and enhances this staff capability by providing fair employment conditions, support systems, annual performance appraisals and on-going professional development, selective training opportunities, appropriate and sufficient materials and learning tools with which to work.

10. Governance and management structure and principles

The YWCA Christchurch Inc.-

- will maintain the legal, organisational, administrative, managerial systems and Quality Management policies and procedures required to provide adequate and appropriate governance and management for the programmes it delivers.
- is an autonomous and registered Incorporated Society which is owned by its members, governed by an elected Board of Directors whose powers are defined by Constitution
- The President and Board of Directors are elected to work within the YWCA purpose statement and policies to achieve the “empowerment of women”.
- The Board appoints its Officers to sign on behalf of the Association. One of the Officers is appointed as Director of Programmes to oversees programme development, quality controls, evaluation and reporting inclusive of the Financial and Personnel management to the Executive and Board of Directors.
- Each programme has a Manager who takes responsibility for the environment, administration, Health and Safety, learning goals and the daily implementation of the decisions linked to the Annual Goals and Performance Indicators.

11. Consultation undertaken in preparation of the Charter.

The YWCA consulted with its internal and external stakeholders in the development of this Charter and their views have been taken into account. A summary of the consultation process and the outcomes that resulted follows.

(a) Using existing policy, processes and material from the Tertiary Education Commission Contracts combined with the opportunity of a TEC Workshop a draft document was prepared by the Director of Programmes and fine tuned by staff.

(b) This Draft Charter was made available or sent to:

- Current and past learners
- Staff and Board
- Employers
- PTEs mentioned in the Charter – YMCA, PEETO, Nga Hau E Wha, Hagley Learning Centre, Polytechnic Literacy Programme, Linwood Community College Literacy Programme (LAMP)
- Other PTEs who are members of the local Providers Association
- Work and Income Brokers
- Actions Works (CDC)
- All secondary schools in the area
- Athena Montessori College and Montessori Trust
- Canterbury Youth Collective
- Youth Health and Cultural Development agencies
- Police and truancy services
- Maori Women's Welfare League
- Pacific Island Women's groups
- CYFS

(c) An advertisement was placed in the Public Notices in the Press on 15th September 2002 in accordance with section 1590 of the Education (Tertiary Reform) Amendment Act 2002 inviting comments and or visits from the named stakeholders and any who had an interest such as Iwi, or Pacific Peoples or women's or youth organisations who had not been contacted.

Responses

- Montessori College facilitated a workshop out of which specific wording describing our learner centred programmes was agreed and has been included under special character.
- ATITO (wrote positively with no changes or improvements to propose)
- YMCA (wrote both endorsing the charter and encouraging YWCA to continue to work collaboratively with other organisations inclusive of the YMCA)
- PEETO (wrote making slight wording suggestions and encouraging us to commit to formalising our desire work collaboratively with Pacific Peoples)
- Tailored Apparel Limited (wrote with wording suggestion - incorporated)
- Christchurch Polytechnic (two positive phone calls no changes needed).
- Nga Hau E Wha – (phone call and meeting – all positive for ongoing close collaborative relationship with shared staff and facilities – a real partnership)
- YWCA Kuia Maori Women's Welfare League staff, Trustee of Rehua Marae, member of Nga Hau E Wha Marae community – warm and practical support
- Pacific Island Consultants, Health Workers, Board – warm and practical support especially for sessions in Women's Sexuality and Health
- Hagley Learning Centre (responded by phone call – warm support and no changes requested)

