

C H A R T E R

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PEETO The Multicultural Learning Centre



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I N C O R P O R A T I N G

PEETO Pasefika Education and Employment Training Organisation

PEETO Asia Pacific English Language College

PEETO Inter Cultural Development Trust

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Table of Contents

01. Mission
02. Special Character
03. Contribution to New Zealand's identity and economic, social, and cultural development
04. Contribution to the Tertiary Education System as a whole
05. Approach to Collaboration and Co-operation with other Tertiary Education Providers and Organisations
06. Approach to fulfilling Treaty of Waitangi obligations
07. Approach to meeting the needs of Pacific peoples
08. Approach to meeting the educational needs of learners
09. Approach to ensuring that the organisation develops and supports a staff profile that reflects its mission and special character
10. Governance and management structures and principles
11. Consultation undertaken in preparation of the Charter

Appendices

- A. Core Functions & Activities
- B. Community Networks
- C. Ownership & Governance Structure
- D. Responsibilities & Lines of Reporting
- E. Chronology

01. Mission

Introduction

Much of the vision of PEETO - The Multicultural Centre (referred to from here on as PEETO) is about improving the quality of our teaching and learning, creativity and the successful integration of new arrivals into New Zealand by equipping them with the tools to find their place in New Zealand society through a process of self-determination.

Mission Statement

PEETO The Multicultural Learning Centre

aims to:

Provide students with a stimulating environment within which they may identify, explore and develop learning pathways, which will assist them in realising their full potential. PEETO education and training will recognise and be sensitive to the personal and cultural needs of each student.

02. Special Character

2.1 History

PEETO is a unique place - a **multicultural learning centre** - where people from all over the world, join New Zealanders in a learning environment that has been built on the principles of **Aiga**, which continues to be nurtured and fostered by both staff and students and encouraged by management.

*“When I come here it is like home, like Chicken Street in Kabul
where there are people from all over the world”*

Patrick O'Connor and Herman Ah Kuoi established PEETO in 1991. Their aim was to respond to the English language and vocational aspirations of Refugee, Migrant and Pacific peoples. PEETO is a private training provider, registered and accredited with NZQA (New Zealand Qualifications Authority) developing a reputation for leadership and expertise since 1991 of providing training services and advancing the vocational goals of predominantly NESB (Non-English Speaking Background) people. Training services delivered by PEETO are both government funded (PEETO - Pasefika Education & Employment Training Organisation) as well as fee paying (PEETO - Asia Pacific English Language College), and philanthropic trust, community trusts, local government funded (PEETO Inter Cultural Development Trust). Refer to *Appendix E: “Chronology”* for a more detailed picture of PEETO's ongoing evolution and growth that has occurred in this time.

2.2 Contractual History

Building strong relationships with its client groups and ensuring a firm appreciation of the aspirations of these groups has resulted in PEETO enjoying a strong working relationship with the Tertiary Education Commission (previously Skill New Zealand). This relationship has been ongoing since PEETO's inception as a training provider in 1991. The Tertiary Education Commission has recognised PEETO's capacity in terms of its expertise and leadership in developing and delivering training geared to advancing the aspirations of Refugee, Migrant and Pacific peoples within the region.

The results, since 1991, gained in terms of experience and leadership in developing and implementing ESOL and literacy training as well as employment preparation and advocacy services for Refugee, Migrant and Pacific peoples in the region has led to, in more recent times, other central government agencies such as Work and Income, New Zealand Immigration Service and the Land Transport Safety Authority, utilising the expertise and leadership that PEETO offers. These agencies have and continue to contract PEETO to implement conduits to enfranchise groups to a point whereby they have developed the tools to find their place within New Zealand through a process of self-determination. In order for PEETO to advance its social goals and objectives it is vital that these relationships continue to be fostered and strengthened.

The quality of PEETO's client relationships in particular with local Refugee, Migrant and Pacific communities has been recognised on a local level by the Canterbury Development Corporation (Employment and Economic wing of the Christchurch City Council) who have funded the position of an Employment Placement Officer since 2000 to work specifically with Refugee and Migrant peoples. This initiative has proven to be highly successful and as a result ongoing funding of this initiative has been granted to June 2005. The JR McKenzie Trust (a philanthropic organisation) have also funded the position of another Employment Placement Officer catering to Refugee and Migrant peoples with a particular focus on research as well as employment advocacy where appropriate. The JR McKenzie funded project is unique in that both PEETO and the Canterbury Development Corporation are joint partners in this project. It is vital that PEETO maintain quality relationships with local government and non-government organisations to advance not only the aspirations of Refugee, Migrant and Pacific peoples, but also the aspirations of those organisations that have recognised PEETO's ability to deliver in this field.

2.3 PEETO Culture

PEETO has constantly striven to give tangible effect to modeling a harmonious multicultural learning environment. This process has been ongoing since 1991 and encompasses the learning that has occurred by working alongside such diverse backgrounds and values that are presented by engaging with people from 65 different cultures over this period. Learning has occurred as well as socio-cultural interaction with no disruption and an atmosphere of intercultural celebration.

An environment of inclusiveness is encouraged and fostered by PEETO through the ongoing consultation process and quality dialogue maintained with all stakeholders. PEETO prides itself on providing an environment that is family-based and a level of pastoral care for both staff and learners, which is of the highest standard. The concept of family and the provision of pastoral care and support is one that is rigorously encouraged and provided by management of PEETO for its staff and staff in turn provides this for its learners. The PEETO community is viewed by management as an extended family and as such all members of the PEETO community are afforded the rights that a family member would expect to receive. Learners have often referred to PEETO as a “home away from home” and have regularly commented upon the inclusive attitude displayed by staff from management through to its maintenance personnel.

2.4 Foundation Values

- Conserving, advancing and disseminating knowledge through teaching and learning of the highest standard, supported by effective and responsive management and administration.
- Creating a diverse community in which individuals are valued and respected, academic, personal and cultural freedom is given every opportunity to flourish and high ethical standards are modeled by staff of PEETO and fostered within learners.
- Working to advance the intellectual, cultural, environmental, economic and social well-being of the peoples of Canterbury and New Zealand.
- Recognising the mutual rights and obligations that we hold with Maori under the Treaty of Waitangi.
- Working alongside Pacific peoples to navigate pathways towards the realisation of identified aspirations.
- Working alongside Refugee and Migrant communities in recognition of the increasingly ethnically diverse nature of our city, region and country.
- Providing equal employment and learning opportunities to all people within PEETO.
- Providing high quality management characterised by open, transparent, responsive, and accountable academic, cultural and administrative policies and practices.

2.5 Level and scope of tertiary education provision

PEETO is a private training establishment that provides training services ranging from foundation level services (for example literacy for preliterate people) to English for Speakers of Other Languages (ESOL) at an IELTS (International English Language Testing System), equivalent to Level 4 on the National Qualifications Framework (NQF).

Learners enrolled in Training Opportunity funded services are assessed against unit standards on the NQF from Level 1 to Level 3, including ESOL, Business Administration and Core Skills. PEETO accreditation details are as follows;

Sub Fields

Business Administration	to level 3
Core Generic	to level 3
English	to level 3
Mathematics	to level 3

Domains

Core Driving Knowledge and Skills	to level 3
English to Speakers of Other Languages	to level 3

Individual Units

ESOL	Level 4
Business Administration Services	Level 1, 2
Interpersonal Communications	Level 1
Introductory Communication Skills	Level 1
Reading	Level 1, 2
Seafood Processing	Level 2, 3
Selling Skills	Level 1
Service Sector - Core Skills	Level 1, 2
Specialist Driving Knowledge and Skills	Level 3
Writing	Level 1, 2

PEETO will seek accreditation to deliver the new literacy unit standards, currently under development, once these unit standards are registered on the NQF.

2.6 Training service delivery

Delivery emphasis is on the communicative approach, which encourages students to actively apply the language in meaningful learning activities not merely learn about it in isolation. To reinforce this approach, PEETO has and will continue to employ a

Conversation Assistant programme enabling PEETO learners to engage with native English speakers, to practice and consolidate their listening and speaking skills in a realistic setting. PEETO presently has almost 100 volunteers involved in the Conversation Assistant programme which provides 1.5 contact hours per week per class. PEETO will continue to offer this programme to PEETO learners and incorporate learnings derived from this programme to enhance the future provision of this programme.

PEETO classroom programmes are centred on the needs of learners. Training Opportunity programmes are based around language needed for living and working in New Zealand. This language is functional rather than academic, with the programme incorporating literacy in English as a tool for success. The Training Opportunity funded training services are based on unit standards and PEETO learning objectives, designed to best meet the needs of learners. Basic computing and Learner Driver Licence theory are features of this delivery.

PEETO Asia Pacific English Language College (PAPELC) programmes, focusing on international students, are more academic in focus, with a view to providing the foundation required to successfully participate in further tertiary study. Training services provided by PAPELC are centred around in-house developed teaching guides providing comprehensive coverage of the four skills (reading, writing, speaking, listening), grammar, conversation and academic writing.

PEETO Inter Cultural Development Trust programmes vary in terms of delivery, depending upon the nature of the project. For example, Migrant Orientation courses are delivered with an interpreter, with community leader consultation an important component in the final design and content of the training service. Driver education seminars are delivered to a wide variety of English Language Schools with delivery being influenced by such factors as teaching space, numbers and timing.

PEETO employs a number of people from non-New Zealand backgrounds, which is reflective of PEETO learner demographics. PEETO will continue to be committed to fostering ethnic diversity in its workplace and workforce as a result enhancing training service delivery, as well as providing positive role models for PEETO learners.

PEETO encourages an open-door policy amongst its staff, which is modeled by management. This enables learners and staff access to immediate support and guidance as required.

The International Student Manager and International Student Coordinator have in place set procedures and policies that result in pastoral care and learner support of the highest quality. An around-the-clock support service is available to international student learners should PEETO staff not be available or appropriate. PEETO staff will ensure that these processes are adhered to and refined as required to enhance the level of support provided to international student learners at PEETO.

2.7 Core Functions and Activities

Refer to *Appendix A “Core Functions & Activities”* for an outline of PEETO’s core functions and activities.

2.8 Visibility and Representation

PEETO through its socio-cultural strategy is committed to bringing to realisation a harmonious multicultural society within the Canterbury region and New Zealand. A key element to this process is ensuring that PEETO representation is visible and vocal within the appropriate forums. A graphic illustration of PEETO’s community networks can be found in *Appendix B “Community Networks”*, which will clearly illustrate the depth and breadth of PEETO networking.

As a Tertiary Organisation whose training services are primarily focused on ESOL for both government funded (PEETO - Pasefika Education & Employment Training Organisation) and fee-paying students (PEETO - Asia Pacific English Language College) is firmly committed to advancing the learning, vocational and social aspirations of all its learners. This is reflected in the level of participation entered into by management and staff on the various ethnic forums and organisations established to address the needs of new arrivals upon entry to New Zealand. The PEETO Inter Cultural Development Trust is fundamental to giving effect to PEETO’s socio-cultural strategy for the Canterbury region.

Management continues to lead the way within the organisation in terms of their level of participation and membership within the various ethnic forums and organisations. Recognition of the proactive manner that management and staff have engaged in, in working alongside Refugee, Migrant and Pacific communities is the numerous invitations received to become members and in some cases leaders of local and central government working parties as well as non-government organisations. The level of engagement that PEETO management and staff enter into with its learners and their associated communities is in-depth, comprehensive and meaningful to both PEETO and its stakeholder groups.

PEETO through its trust arm, PEETO Inter Cultural Development Trust (PICDT), is the key vehicle by which PEETO can advance its social initiatives and achieve the objectives of its socio-cultural strategy. The PICDT receives great support from Refugee, Migrant and Pacific communities for its initiatives and is well supported from within as the PICDT board has strong Refugee, Migrant and Pacific representation.

The depth of involvement that one of the PEETO Directors has at a policy level is critical to ensuring our role as a key driver in our respective fields. (Full listing available on request)

2.9 Ethnic Support and On-going Dialogue

PEETO maintains and will continue to do so, quality dialogue with its unique stakeholder groups particularly with its Refugee, Migrant and Pacific communities. PEETO remains unwavering in its support of these communities and maintains a visible as well as active presence within associated forums (refer to *Appendix B “Community Networks”*). In championing initiatives to advance the aspirations of Refugee, Migrant and Pacific peoples PEETO has a responsibility to ensure that its training services remain

closely aligned to the needs of these communities. This is to be maintained and ensured through the fostering of quality on-going dialogue with these communities.

2.10 Staffing Characteristics

The hugely varying backgrounds of staff at PEETO are reflective of its strong commitment to the principles of its EEO policy and is representative of the diverse student ethnic composition that exists at PEETO. The advocacy and promotion of a harmonious multicultural society and the ability to meet the needs of such a diverse student mix are key underpinning factors in the appointment of staff to PEETO. PEETO will continue to foster a strong international flavour within its staff to ensure that its personnel and hence the organisation is suitably aligned to meet the needs of a wide range of cultures that are represented within the student body.

2.11 Unique Networks

PEETO's special character is reflected in the unique relationships that it holds with stakeholder groups that are not readily catered for by other tertiary providers within the region. PEETO's on-going relationship and commitment to advancing the aspirations of Refugee and Migrant peoples is reflected in the trust that these communities have in PEETO's ability to provide conduits to successfully integrating Refugee and Migrant peoples into New Zealand society. Relationships built on trust; transparency in our operations and integrity in working alongside Refugee and Migrant peoples will continue to be fostered. Recognition of the special relationships that PEETO holds with these communities can be gauged from the level of support and advice that is sought by local and central government agencies especially the Canterbury Development Corporation and the Christchurch City Council on a regional level and from New Zealand Immigration Service on a national level. PEETO's ability to continue to develop and implement education, training and employment initiatives for Refugee and Migrant peoples is reflected in the confidence that central government agencies such as the Tertiary Education Commission, Work and Income New Zealand, New Zealand Immigration Service and the Land Transport Safety Authority have in PEETO's abilities to advance the aspirations of these communities.

2.12 Employment Advocacy Team

The employment advocacy team based at PEETO works on the cutting edge of employment advocacy in that they promote the employment credentials of individuals from Refugee, Migrant and Pacific communities to prospective employers. The success of their efforts has resulted in an increased rate of employment within these communities and an increasing community of employers willing to tap into the largely unrealised potential of these labour markets. PEETO is confident that the robust relationships that it enjoys with local businesses will continue to ensure that the needs and expectations that employers have of prospective employees will continue to be reflected in presenting clients forwarded by the employment advocacy team.

Employment advocacy services provided by the team incorporate a post-placement support component should further specialist intervention be required by either the employer and/or employee. The pre-placement component provided by the Employment and Further Training Coordinators includes, but is not restricted to, interview coaching, curriculum vitae development and/or refinement and work skill preparation where necessary. The service provided by the Employment team is critical in that it seeks to address the disproportionate representation of Refugee and Migrant peoples in unemployment statistics.

2.13 Key Stakeholder groups that reflect our uniqueness or special character:

Please refer to *Appendix B "Community Networks"* for a detailed breakdown of our stakeholder groups.

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

PEETO is committed to reinforcing and building closer relationships with the educational, ethnic and business communities on a local and national level; and reinforcing constructive relationships with local and central government agencies and non-government organisations, concurrently maintaining PEETO's autonomy and academic freedom by:

- Contributing to the realisation of a harmonious multicultural society and acting as a critic of and commentator on issues relating to multiculturalism and its impact on New Zealand society.
- Giving voice to the principles of the Treaty of Waitangi by building active and responsive relationships with local Maori.
- Acting as a conduit to the realisation of aspirations of Pacific peoples through the vehicles of education, training and employment advocacy.
- Working with community and cultural organisations and institutions to identify and implement PEETO's academic, cultural and social programmes and the objectives encapsulated within these programmes.
- Promoting the academic aims and activities of PEETO by developing links with other tertiary educational institutions and research centres where appropriate.
- Reinforcing PEETO's role in providing quality independent advice to local and central government and enhancing government understanding of the distinctive contribution made by PEETO both regionally and nationally and recognising the importance of this contribution.

One of PEETO's key strengths is its ability to work effectively with both local and central government agencies to realise common objectives. This particular strength is outlined in more detail in Section 2 of the Charter under the sub-heading of *Contractual*

History. The strategic linkages that PEETO has formed with both local and central government agencies are not merely restricted to an educational context, but are strongly linked to progressing New Zealand's identity as well as its economic, social and cultural development through the process of providing Refugee, Migrant and Pacific peoples with the tools to establish their own pathways to contribute to New Zealand's future growth.

PEETO performs strongly in four of the six Tertiary Education Strategies.

- ✓ **Strategy 1 - Strengthen system capability and quality**
- ✓ **Strategy 3 - Raise foundation skills so that all people can participate in our knowledge society**
- ✓ **Strategy 4 - Develop the skills New Zealanders need for our knowledge society**
- ✓ **Strategy 5 - Educate for Pacific peoples' development and success**

04. Contribution to the tertiary education system as a whole

4.1 Pathways towards further training

PEETO training is geared to equip predominantly NESB (Non English Speaking Background) learners with the necessary English language and literacy, study, cultural and workplace skills required to enable them to undertake further training and education as well as employment opportunities with other tertiary providers both regionally and nationally. Many learners will benefit specifically from the PEETO intervention to proceed directly to employment.

Historically PEETO academic staff have developed learning pathways alongside students to enable them to move into vocational specific training. Training services developed and delivered by PEETO are designed in such a manner as to allow predominantly NESB learners to bridge the gap in terms of their current level of English and the entry level of English required by other tertiary providers to undertake further training opportunities. The philosophy of bridging-based courses has led to PEETO learners moving into further training with a range of other tertiary organisations:

4.2 Expertise and Leadership

PEETO staff have built and consolidated a reputation for expertise and leadership in current areas of delivery since PEETO's inception as a training provider in 1991. In particular PEETO has and will continue to maintain its reputation for providing expertise and leadership in the delivery of ESOL (English for Speakers of Other Languages) to adults from a wide variety of backgrounds. PEETO is presently recognised as an expert and leader throughout its networks locally, nationally and internationally in the following areas of delivery:

- General ESOL
- Workplace ESOL
- Employment ESOL
- ESOL for pre-literate adults
- ESOL and Literacy
- ESOL and Social Services
- Training services that pre-empt as well as respond to the vocational aspirations of Pacific peoples
- Work placement for NESB (Non English Speaking Background) Peoples
- Employment advocacy for NESB peoples

4.3 Relationships with other Education Organisations

PEETO maintains and fosters working relationships with a wide range of education organisations both locally and nationally. Working relationships are developed in the first instance through networking that is conducted with fellow education organisations via membership of a wide range of forums, associations and organisations. Strong working relationships have been fostered with a wide array of education organisations both locally and nationally.

4.4 Contribution to regional and industry-specific tertiary education

PEETO has and will continue to develop individualised learning pathways alongside students to enable them to move into vocational specific training conducted by other tertiary providers. Training services developed and delivered by PEETO are therefore designed in such a manner as to allow predominantly NESB learners to bridge the gap in terms of their current level of English and the entry level of English required by other tertiary providers to undertake further training, education and/or employment opportunities.

PEETO's continuing role in providing quality independent advice to local and central Government and other tertiary providers will lead to a more enhanced understanding of the aspirations of new arrivals to New Zealand as learners and hence a highly attuned and responsive tertiary sector ready to define its role in helping mould New Zealand into a truly multicultural society.

4.5 Pacific Peoples

PEETO, as the only Pacific Island training provider in the southern region, has a responsibility to other private training establishments in that it needs to play a more active role in presenting the credentials of Private Training Establishments to the local Pacific Island community. PEETO aspires to becoming a key driver in this process and will act as the key conduit in facilitating this process.

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

5.1 Collaboration and Cooperation

PEETO aspires to become a leading provider of workplace literacy training services in the Canterbury region within the next three years. In doing so PEETO will strengthen its links to the local business community through the implementation of solutions-based literacy training services whereby increased literacy levels within a company workforce will lead to increased levels of safety, efficiency and ultimately productivity. In developing capability and capacity to deliver workplace literacy training services PEETO is in fact progressing to the next stage in its evolution as a tertiary organisation.

In order to build capability and capacity to work alongside the local business community to engage, analyse, develop and implement solutions-based workplace literacy training services PEETO has aligned itself to Workbase The National Centre for Workplace Literacy and Language (Workbase), through the establishment of a Memorandum of Understanding. Strategic alignment with Workbase will enable PEETO to work in a collaborative manner to facilitate the process of equipping PEETO with the expertise and tools required to realise our aspirations of becoming a leading provider of workplace literacy training services in the Canterbury region within the next three years.

At present PEETO is in the process of strengthening and reinforcing a network of relationships with a number of fellow tertiary organisations both within the Canterbury region and nationally. These relationships, which are maintained with tertiary organisations and other educational organisations both locally and nationally, will lead to greater cohesion in advancing the aspirations of Refugee, Migrant and Pacific peoples.

The employment advocacy team based at PEETO is looking to further strengthen the strong relationships that already exist with business with the intended purposes of ensuring that presenting clients and graduates of PEETO are appropriately equipped to make the transition from unemployment to effective contributor and communicator within any given workplace setting. Engagement with employers will also ensure that the employment advocacy team will be positioned to quickly respond to and pre-empt the changing needs of the businesses that it services.

5.2 Relationship Building Outcomes

The intended outcomes of the relationship building process with fellow participants within the tertiary sector and other educational organisations are:

- Increased awareness on the part of students as to viable options available in the wider tertiary scene
- Increased ability of staff to effectively advise students on the implementation of a relevant and realistic learning pathway
- Greater cohesion and collaboration with collaborative partners
- Recognition and utilisation of fields of expertise that other tertiary providers have
- An increased ability to advance the aspirations of learners using the vehicles of education and training through a more cohesive and collaborative approach to training, training product development and implementation

06. Approach to fulfilling Treaty of Waitangi obligations

PEETO will acknowledge and embrace the responsibilities and obligations of PEETO under the Treaty of Waitangi, by:

Strategies

- Recognising that all members of the PEETO community are encompassed by the Treaty with mutual rights and obligations.
- Supporting and reinforcing runanga
- Addressing issues related to access, participation and relevance
- Staff training either provided by PEETO or externally, or incorporated into staff performance management planning at the request of staff
- Student exposure and awareness either provided by PEETO or external trainers
- Making Te Reo visible around the school where appropriate
- Biannual attendance of all staff on externally provided Treaty of Waitangi workshops
- Exploratory sessions built into courses acquainting students with Te Tiriti and what it means for people in New Zealand today
- Dialogue and exploration of meaningful relationships with the local Maori community (mana whenua)
- To link in with recognised Maori Tertiary Organisations to utilise recognised expertise, to enable PEETO to build and maintain capacity to ensure that it can appropriately give effect to the principles of Te Tiriti.

07. Approach to meeting the needs of Pacific peoples

7.1 Pacific Peoples

PEETO has historically enjoyed a strong working relationship with Pacific peoples in the region and this has been officially recognised by the New Zealand Qualifications Authority and The Tertiary Education Commission in awarding PEETO the status of being a recognised Pacific Island Training Provider. At present PEETO is the longest serving (since 1991) officially recognised Pacific Island Training Provider in the Canterbury region and therefore has a continued responsibility to Pacific peoples of the region to bring to fruition their aspirations through the vehicles of education, training and employment advocacy. PEETO's capacity to respond proactively to the needs and aspirations of Pacific peoples has and will continue to be fostered by strong Pacific staff representation throughout all levels of the organisation from its administration team and academic staff through to the management team of PEETO. PEETO services specifically developed for Pacific peoples include English language and literacy training services as well as employment preparation and advocacy services. PEETO will continue to ensure that the interests of Pacific learners (participating in training within private training establishments) within the region are represented at a national level through continued membership and involvement in PITPONZ (Pacific Island Training Providers of New Zealand) as well as PNEA (Pasifika National Educators Association). On a local level PEETO will continue to be highly attuned to the needs of Pacific peoples through ongoing participation and active involvement in local Pacific forums.

7.2 Pasifika Adult Literacy Scheme

The Pasifika Adult Literacy Scheme (PAL) seeks to build upon the success that is the Home School Partnership scheme, successfully implemented in primary schools, and in essence looks to maintain this impetus by working alongside Pacific families and Pacific students to strengthen partnerships between the local secondary school and the contributing Pacific community. The fostering of effective and fruitful partnerships will be achieved by providing relevant literacy learning contexts to Pacific families. Specifically parents will receive training in computer literacy while their children will be provided with subject-specific tuition from qualified secondary and primary teachers with the ability to effectively engage Pacific learners. The delivery of this initiative occurs off-site and requires strong alignment with secondary schools, at which the programme is delivered as well as the contributing primary schools within the respective clusters.

7.3 Pasifika Homework Centre Service

PEETO has widened the range of services that it provides for Pacific people, which now includes the administration of a Ministry of Education funded homework centre service branded as “**Skoolz Out 2K3**”. The primary aims of this service targeting primary-aged Pacific learners in years 5, 6, 7, 8 are as follows:

- Development and reinforcement of basic to intermediate level computer literacy within a word processing context
- Development and reinforcement of information retrieval techniques in an on-line environment via the Internet
- Development and reinforcement of information retrieval techniques in a library environment
- Development and reinforcement of study/mind skills to increase and sustain academic success

In order to provide a relevant as well as effective service PEETO has narrowed the provision of this service to targeted primary schools in the East Christchurch district where coverage in terms of this type of service is low. Determining coverage priorities for this service requires a the development and maintenance of a strong working relationship with the Student Support team of the Ministry of Education.

7.4 Workplace Literacy Training Services

In order to build capability and capacity to work alongside the local business community to engage, analyse, develop and implement solutions-based workplace literacy training services PEETO has aligned itself to Workbase the National Centre for Workplace Literacy and Language (Workbase), through the establishment of a Memorandum of Understanding. Strategic alignment with Workbase will enable PEETO to work in a collaborative manner to facilitate the process of equipping PEETO with the expertise and tools required to realise our aspirations of becoming a leading provider of workplace literacy training services in the Canterbury region within the next three years. Workplace literacy training services will also enable PEETO to work alongside Pacific peoples within the workforce to provide opportunities for learning to occur in the workplace and hence provided opportunities for professional development. This will also result in increased capability and capacity of Pacific employees as well as increased efficiency and productivity for participating businesses.

(Refer also to Section 5.1 of the Charter)

08. Approach to meeting the educational needs of learners

8.1 Strategies

To ensure that PEETO is recognised as a tertiary provider of high standing both nationally and internationally with a reputation for excellence built on the quality and delivery of its training services. PEETO will ensure that this continues by:

- Providing a student-focused teaching and learning environment which encourages academic excellence and enjoyment of learning
- Reviewing regularly the range, objectives, structure, modes of delivery and appraisal of all courses to ensure that PEETO continues to develop training services recognised as being of high quality both nationally and internationally
- Retaining a core commitment to teaching based on current research identifying best practice factors
- Evaluating, in appropriate and measurable ways, the effectiveness of teaching and assessment practices in order to monitor, report on, and improve student learning
- Providing high quality professional development advice and support to assist all staff to enhance the quality of PEETO's academic staff
- Ensuring that the teaching and learning needs of under-represented groups of staff and students are identified, met and monitored in ways that uphold PEETO's Equal Employment / Learner Opportunities policies and Treaty of Waitangi obligations
- Promoting cross-cultural expertise among staff and students and meeting the needs of a culturally diverse learning community
- Allowing opportunities for more flexible and accessible modes of teaching and learning where appropriate

8.2 Further Strategies

PEETO organisational plans and programmes identify and reflect the education and training needs of clients and stakeholders through the continuation of:

- Attendance at meetings of identified stakeholder group forums
- Consultation with individuals and groups
- Development and delivery of programmes
- Staff meetings
- Incorporation of staff development training findings
- Integrating student feedback
- Student focus groups
- PEETO encourages students to be involved in organisation wide decision making through evaluation forms and focus groups.

Feedback is sought from relevant professional, academic and other communities of interest and industry where appropriate. Review of our processes for gaining input from clients and stakeholders is a process that occurs constantly in an informal on-going manner with a formal process of review occurring annually in accordance with the operating plan of PEETO.

8.3 Teaching methods and learning aids

All PEETO tutors are qualified English for Speakers of Other Languages (ESOL) tutors and hence use a communicative approach to teaching language which is learner centred, and focuses on the 'use' of the language. Depending on the needs of the student; i.e. whether they are accessing employment or further tertiary study, either functional or academic language is taught (neither being mutually exclusive).

A balance is needed between addressing the students' traditional learning style (generally teacher centred/'passive') while maintaining integrity to NZ learning culture (learner centred/active). PEETO tutors strive for this balance, to address the students' need for a more formal approach, while ensuring that students are given ample opportunity to use the target language.

PEETO resources are up to date and continually added to. Resources come from a range of areas: EFL overseas textbooks, New Zealand centred texts, workplace literacy resources, teacher created resources, Internet resources, cassettes, videos, visits, and guest speakers. A computer suite on site enables students to learn basic computing skills, access on-line ESOL resources, communicate with family and friends by email, access news from their home country on the Internet, and learn computer based employment skills. Students have free Internet and email access.

8.4 Teaching and instructional needs of learners

PEETO learners have a wide range of teaching and instructional needs. The range of student educational background can be as wide as the following:

A person who has never been to school in their home country, has never held a pencil, is illiterate in their first language, doesn't speak or read or write any English; to

A person with a PhD in their home country, who needs IELTS 6.5 to access further study in New Zealand.

The teaching and instructional needs of these students are able to be met by the varying levels and programme foci at PEETO. Tutors have areas of special strength and interest and are matched with the kind of class that suits wherever possible. Primary trained, ESOL tutors are best suited to the pre-literate class levels and literacy focused programmes, while tutors with a passion for the complexities of grammar and analysis are placed with higher level students. The variety of programmes also enables flexibility

in placing students where their teaching and instructional needs are best met (literacy, English for Employment, English for Academic study) In this way, the varying needs of PEETO students are met effectively.

8.5 Encouraging learner participation and achievement

PEETO students' participation and achievement is encouraged in the following ways:

- Linking with students' identified goals (employment, further study)
- Giving students a stake in identifying what is important to them
- Linking programme with students' reality
- Giving feedback on progress, either through formal assessment and/or verbal individual feedback
- Individual learning programmes, where students identify their strengths and weaknesses and form action plans to address these
- Communicative learning ensures student participation in class activities, involving pair-work, group-work and conversation with native speakers
- Whole school mingling activities
- Inter-class interaction activities
- Follow up and pastoral care when students have personal problems affecting participation and attendance
- Self assessment activities for students to monitor their own learning and progress

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

9.1 Equal Employment / Educational Opportunity

PEETO practices an EEO policy that encourages and celebrates diversity within its workforce. The EEO Policy of PEETO ensures that our workforce is positioned to be able to address both the academic and holistic needs of our client groups. PEETO considers it important that our workforce is reflective of the many client groups that we work with on a daily basis. It is important to have an understanding of where our learners have come from to appreciate their aspirations.

PEETO is fully committed to the principles and practices of ensuring all people are provided with equal opportunity to achieve their full potential. Our staff and students should be able to say with confidence that this is a good place to work and learn.

PEETO will not tolerate discrimination on any ground including, race, colour, sex, nationality, ethnic origin, sexual orientation, religion, political beliefs, disability, family, age and marital status. In appointing a person to a position within PEETO the best available person will be appointed irrespective of the factors identified above.

PEETO will appoint an internal working party to monitor and review the current EEO policy every two years. With the purposes of ensuring that the principles of PEETO's EEO policy are adhered to as well as removing practices, which may unwittingly disadvantage individuals within any group in seeking learning or employment opportunities.

9.2 Performance Management Strategy

The implementation, monitoring and review of a Performance Management Strategy is essential in order to ensure that PEETO presents staff that are well equipped to address both the academic needs of the client groups as well as pastoral care issues that are both generic as well as specific to those groups.

The Performance Management Strategy will ensure that the professional growth of staff is in alignment with the corporate goals of PEETO

It is not enough for PEETO to be assured of the quality of our training services: we must ensure that such information is also accessible and can be disseminated by all stakeholder groups.

9.3 Staff Profile Development

All PEETO tutors are appropriately qualified ESOL tutors with a high percentage of tutors with additional teaching qualifications who bring to our workforce a wide range of successful teaching experiences from both the compulsory and post compulsory sectors. PEETO, through the development and implementation of a relevant and robust professional development programme ensures that all academic staff are equipped with current best practices and are actively encouraged to continually reflect, learn and action enhancements to their delivery. Management will continue to work proactively in observing academic staff on a regular basis.

PEETO will continue to consolidate, reinforce and celebrate the diverse nature of its staff and learners resulting from adherence to the principles outlined in its Equal Employment/Education Opportunities policy. A diverse staff and student body will lead to a richer, more cosmopolitan teaching and learning environment, which must benefit PEETO and its stakeholder groups.

In order for PEETO to continue in this vein PEETO will continue to look to attract and retain staff of the highest quality and students who have the potential to succeed within its organisation by:

- Recruiting nationally and internationally (where appropriate) staff who have the potential to become excellent teachers, leaders in their fields and providing them with the opportunities to achieve this potential

- Developing academic and general staff with strong managerial and leadership abilities accompanied by strong subject knowledge and supporting them to perform at the highest level
- Valuing the participation of all staff in academic and institutional life and empowering all members of the PEETO community to exercise initiative and responsibility
- Being an exemplary employer, with fair, open and consistent recruitment and promotion practices and procedures, and opportunities for all staff to participate in appropriate staff development programmes
- Continuing to give a high priority to the principles and practices of equity in access to and engagement in academic programmes as set out in the Equal Employment / Educational Opportunity Plan
- Providing student academic and pastoral care services of the highest quality
- Providing the opportunity for the full participation of staff and students in the intellectual, cultural and recreational life of PEETO

PEETO aims to further consolidate and build upon its quality reputation with students, employers, the ESOL fraternity and others in our field as an educational and training institute and international English language teaching school, which delivers courses in English for Speakers of Other Languages, Computing, Orientation and Work-based training by.

- Gaining and maintaining registration and accreditation with NZQA and where applicable Course Approval
- Ensuring ongoing staff development in PEETO's fields of delivery
- The ongoing facilitation and refinement of a performance management strategy for all staff within PEETO
- Retaining membership in education and training professional bodies
- Adhering to relevant Codes of Practice
- Developing and delivering courses according to needs of students and other stakeholders

10. Governance and management structures and principles

10.1 Governance and Management

A key component of the vision for PEETO is about improving the quality of our teaching and learning. Academic audits, stakeholder audits, department and training product reviews and external and internal benchmarking activities will enable PEETO to determine the level of its organisational performance in relation to other tertiary providers. It is important that we continually look for ways to improve, that we look to continually refine our mechanisms for evaluating quality and that we reward work that is of an exceptional standard.

As a limited liability company it is difficult to establish a clear demarcation between governance and management. Accordingly PEETO will ensure that the academic aims and activities are enabled and supported by sound management and administrative processes, practices and policies by ensuring:

- That PEETO's organisational structure and processes provide high quality policy advice and effective decision making
- Appropriate and effective participation in PEETO policy and decision making
- A coordinated, comprehensive and effectively supported system of planning for all academic and administrative activities is implemented and maintained
- That all academic and administrative services and pastoral care services are efficient, effective and accountable according to standards of best practice
- Resource allocation is carried out in such a manner that supports and advances the strategic interests and priorities of PEETO as identified in its operating plan
- That the management team of PEETO set performance goals for the staff and engage in continuous enhancement of activities and service levels through the implementation and maintenance of PEETO's Performance Management Strategy
- That all staff and students are aware of PEETO policies, processes and developments via strong communication channels
- Accurate, timely and efficient collection, reporting and dissemination of information and data to meet statutory requirements and support good decision-making

At all times the operations of the governing body will be underpinned by the following principles:

- An obligation to act in good faith
- Working in the best interests of the organisation

PEETO will continually seek to improve its structures and processes for management, policy formulation and decision-making. Where effective support to the academic and social programmes of PEETO is not delivered they will be re-examined and the necessary changes will be made.

10.2 Ownership

The ownership of PEETO is retained by two shareholders, Directors Mr Patrick O'Connor and Mr Herman Ah Kuoi, who both hold equal shareholding.

10.3 Authorities

The two directors retain joint ultimate authority for all decisions made regarding the parent company of PEETO The Multi Cultural Learning Centre and two of its subsidiaries: PEETO Pasefika Education and Employment Training Organisation and PEETO Asia Pacific English Language College. Five trustees retain joint ultimate authority for all decisions made regarding PEETO Inter cultural Development Trust (refer to *Appendix C "Governance and Management"*).

- PEETO Pasefika Education and Employment Training Organisation
- PEETO Asia Pacific English Language College
- PEETO Inter Cultural Development Trust

10.4 Responsibilities

One Director, Mr O'Connor is responsible for programme development and delivery together with the Academic Manager, Ms Anna Puentener. Mr Ah Kuoi the other Director is responsible for financial matters and premises and equipment. Mrs van Leeuwen-Vaissaire is responsible, together with Mr O'Connor, for the International Students sector of operations. Mr O'Connor and Mr Ah Kuoi are jointly responsible for all other aspects of PEETO operations. Mr Jeff Ah Kuoi is responsible together with the aforementioned persons for the quality assurance policy implementation and monitoring.

10.5 Lines of Reporting

Refer to *Appendix D "Responsibilities and Lines Reporting"*

10.6 Accountability

Ultimate accountability for every aspect of the PEETO organisation rests with Mr Ah Kuoi and Mr O'Connor (owners / managers). Limited accountability rests within the Academic Administrator, Administration Staff, International Student Coordinator, Employment and Training Placement Officers and Tutors. Accountability structures for cleaning and maintenance staff are clearly defined in their respective job descriptions with a Staff Handbook given to new staff on their induction into the PEETO Organisation.

10.7 Fiscal Responsibility

Financial constraints are dictated to a large extent by the ability of PEETO to secure contracts to deliver services with both local and central government agencies. To offset / minimize the drain on financial resources PEETO will continue to look to other sources of revenue. All of our financial strategies must be guided by academic considerations. Staff and students must feel assured that financial decisions are being made in an open, transparent and responsible manner.

10.8 Governance Structures and Internal Interactions

A graphic illustration of the ownership and governance structures as well as a general overview of the responsibilities and internal interactions that occur within PEETO is provided in the following diagrams:

Appendix C "Ownership and Governance"

Appendix D "Responsibilities and Lines of Reporting"

11. Consultation undertaken in preparation of the Charter

Introduction

In order to effectively contribute to the tertiary sector it is essential that PEETO engage in meaningful dialogue with key stakeholder groups to ensure a state of congruence exists between PEETO, its stakeholder groups and the directives outlined in the Tertiary Education Strategy.

The following is a summary of the engagement process and the learnings that were established and incorporated into the development of the PEETO Charter.

Draft Phase

PEETO, as a participant in the trial phase of Charter and Profile development trial, established a working party to prepare a draft Charter in 2002. The working party included the Director, Academic Manager and Quality Management Coordinator of PEETO.

Stakeholder Identification

During the draft phase the working party prepared a comprehensive stakeholder inventory of organisations, groups and individuals who share an affiliation with PEETO.

Refer to *Appendix B "Community Networks"*

Advertisement

An advertisement was placed in the public notices section of The Press editions of Wednesday 10th September and Saturday 13th September, which outlined the key stakeholders of PEETO in accordance with section 159O of the Education (Tertiary Reform) Amendment Act 2002.

A copy of advertisement placed in The Press is available on request.

Stakeholder Invitation

Stakeholders were invited to attend public meetings via the advertisements placed in The Press as well as 40 specific invitations sent out to key stakeholders. Both the advertisement and specific invitations sent outlined the role of the Charter document for PEETO as a tertiary organisation. The draft Charter was made available to stakeholders in both hard copy and soft copy form.

Engagement Mechanisms

Opportunities for face-to-face Charter-specific engagement of stakeholders were provided in the form of public meetings that were held with PEETO key stakeholder groups, staff and learners. Opportunities were also provided to stakeholders to provide feedback via email though face-to-face consultation was the preferred method of engagement where possible.

Engagement

In developing the Charter document for PEETO a number of strategies have been employed to construct a document, which accurately reflects our place within the Tertiary system and at the same time ensures a state of congruence between PEETO, its stakeholder groups and the directives outlined in the Tertiary Education Strategy.

Learners

An opportunity for a face-to-face meeting with learners was promoted by the working party and facilitated by the Director. Copies of the draft Charter were made available to learners in the lead up to this meeting.

Staff

A special staff meeting was scheduled specifically for the purposes of consulting staff. Staff were provided with copies of the draft Charter in preparation for the meeting. The meeting was facilitated by the Director with feedback recorded by the Quality Management Coordinator.

Employers

The Employment Advocacy Team worked closely alongside a number of employers to provide comment on the draft Charter. Employers were also encouraged by the Employment Advocacy Team to attend the public meeting held by PEETO for all stakeholders.

Other Training Providers

The Director sent out specific invitations to targeted training providers to attend the public meeting arranged by PEETO. Representatives were present from a number of targeted training providers at the public meeting who in turn requested that PEETO provide feedback on their draft Charters.

Kindred Organisations

Kindred Organisations were invited to attend the public meeting held by PEETO. Copies of the draft Charter were forwarded to these organisations with feedback sought should representatives not be able to attend the public meeting.

Maori

Consultation has been limited in this respect though the Director of PEETO has maintained close ties to the local iwi through the establishment of a working relationship with the Chief Executive of Ngai Tahu Development Corporation Ltd.

Pacific Peoples

A number of forums were used to gauge the thoughts of Pacific peoples. It is important to note that these forums were not PEETO specific, but acknowledgement the fact that at times over-consultation can occur with regards to Pacific peoples especially in the lead up to the preparation of draft Charters by all tertiary organisations. The following forums were used to capture the aspirations of Pacific peoples:

- Pacific Education Reference Group
- Southern Regional Fono for Pasifika Education Plan
- PITPONZ (Pacific Island training Providers of New Zealand) via assigned resource worker

KEY LEARNINGS

As a result of the Charter consultation phase PEETO has been able to establish some key learnings from this exercise.

- **PEETO as the only Pacific Island training provider in the southern region has a responsibility to other private training establishments in that it needs to play a more active role in presenting the credentials of Private Training Establishments to the local Pacific Island community.**
- **Being compared to “Chicken Street” in Kabul, Afghanistan ensures that we are on the right track as an organisation**
- **Some organisations were overlooked in Appendix B “Community Networks”. This has since been addressed**
- **As an organisation PEETO needs to work harder at achieving an effective and ongoing relationship with Maori**

The outcome and flow-on effects in terms of PEETO's engagement processes is reflected in the following table, which will articulate how resulting dialogue has been addressed.

Stakeholders	Buy-in factors	How buy-in factors are addressed
Students	<ul style="list-style-type: none"> • ESOL Tuition • Workplace literacy acquisition • Literacy acquisition • Successful completion of IELTS (International English Language Testing System) Exam • Development of computing foundation skills • Increasing employment marketability of individuals • Development of employment skills • Acquisition of employment • Advancement through an individualised training pathway • Resettlement / cultural integration • Development of inter-cultural understanding • Support and guidance 	<ul style="list-style-type: none"> • Provision of relevant training services • Product delivery conducted by qualified and experienced classroom practitioners in the fields of: <ul style="list-style-type: none"> ○ ESOL ○ Orientation ○ Computing • Individualised one to one support and guidance / pastoral care • The utilisation of Employment Placement Coordinators
Staff	<ul style="list-style-type: none"> • Security of employment • Support in employment • Training and development / competence • Resources / facilities / equipment • Clarity in terms of their expected contribution to the realisation of the organisation • Development of inter-cultural understanding • Clarity in terms of the parameters within which they can operate 	<ul style="list-style-type: none"> • Employment contracts entered into with staff • The implementation of performance management strategy • Meetings • Ensuring financial resources are made available for the acquisition of resources and the utilisation of professional development training opportunities • Greater cohesion between observation, appraisal and appropriate performance management planning
Ethnic communities - Pacific Island - Refugee - Migrant	<ul style="list-style-type: none"> • Knowledge of the types of training services offered by PEETO • Knowledge of how to access training services offered by PEETO • Development of inter-cultural understanding 	<ul style="list-style-type: none"> • Maintaining PEETO presence within fora working alongside ethnic communities • Establishment, maintenance and extension of networks • General literature as well as translated literature • Working alongside key contact people, interpreters • Ensuring a cohesive approach between local and central government agencies and non-government organisations
Funders	<ul style="list-style-type: none"> • Awareness of PEETO courses and service • Satisfactory fulfillment of contracts • Compliance with all ethical and safety standards • Development of inter-cultural understanding 	<ul style="list-style-type: none"> • Meetings • Proposals • Networking • Hosting meetings and visitors • Tenders, expressions of interest • Course delivery and compliance • Ensuring satisfactory outcomes
Employers	<ul style="list-style-type: none"> • Appropriate referrals • Awareness of services and expertise of PEETO and its client group • Post placement support • Development of inter-cultural understanding 	<ul style="list-style-type: none"> • Employment of three Employment and Training Placement Coordinators • Thorough interviews and matching of available jobs and people • Inform via various forms of media and communication • Membership of local employment focused groups
Kindred Organisations	<ul style="list-style-type: none"> • Knowledge of the range of courses and services, kaupapa and expertise of PEETO • Consultation for development of further services and initiatives • Development of inter-cultural understanding 	<ul style="list-style-type: none"> • Networking • Meetings • Membership on board
Tertiary Organisations	<ul style="list-style-type: none"> • Refer to Section 5 of the Charter 	<ul style="list-style-type: none"> • Refer to Section 5 of the Charter