

# Skills Active Te Mahi Ako Charter

## Preamble | Te ahumahi ā-rēhia - Ahakoa he iti he taonga

Our sectors - te ahumahi ā-rēhia - support the pursuit of active recreation, leisure and entertainment. They bring communities together, build skills, foster good health, and create a sense of belonging.

Strengthened career pathways within te ahumahi ā-rēhia will increase the capabilities of ākonga so they can live the lives they aspire to and contribute to greater national wellbeing in Aotearoa New Zealand.

These sectors depend on a skilled workforce, made possible through vocational training designed with them in mind. Achieving this requires a determination to work in partnership at all levels within the sectors, co-creating tailored responses that meet the diverse needs of ākonga and their employers and organisations.

Te ahumahi ā-rēhia are diverse, with more than 33,000 mostly small operators, 112,000 employees, 20,000 self-employed, and over 1 million volunteers.

There are a small group of organisations in te ahumahi ā-rēhia that are large employers, and have workforces in the hundreds, such as councils. The organisations range from profit-focused businesses through to not-for-profit incorporated societies and charitable trusts. The sectors tend to have a blended objective of profit and social outcomes, including the snowsport sector, which is primarily made up of commercial enterprises.

In addition to the mixed-delivery model blending profit and purpose, organisations often cross boundaries in terms of the services they deliver. For instance, it is common for councils to offer exercise, recreation and sporting opportunities from the various facilities that they either manage or own. Other examples include fitness centres that provide access to a gym and trainers, but also offer members opportunities to participate in corporate sport leagues.

A significant number of the incorporated societies and charitable trusts within our industries deliver personal and professional development opportunities to young people. Examples include over 15,000 sports clubs, 14 regional sport trusts and 70 Christian camps. Most of these organisations are reliant on government, gaming and philanthropic funding. As a result, they tend to employ fewer paid staff and are often heavily reliant on volunteers.

Many workers are contractors, part-time or seasonal. The needs range from entry-level to highly technical skill sets. Māori and Pacific ākonga make up over 20% of the paid workforce, and a higher proportion of the volunteers. However, the workforce of te ahumahi ā-rēhia still has a long way to go to fully reflect the multicultural communities it serves.

Making vocational education accessible to everyone in these sectors will take flexibility and tailoring. High-trust relationships will be earned through a willingness to do the work and demonstrate value for money – even when the cohorts are small, niche, regional, time-poor, low-income, unsure about change, or otherwise hard to reach.

Through the opportunities afforded us by the reform, we can transform how we deliver vocational education these sectors and their ākonga, and then we will see them truly thrive.

As a tertiary education organisation empowered by industry and iwi, our goal is to weave together work, learning and skills to contribute to an integrated and balanced system where everybody gets the right kind of education in the right format at the right time.

In this future, Māori and Pacific people and other underserved groups within te ahumahi ā-rēhia will have the holistic support they need to reach their aspirations. The unsung heroes who play a key role in carrying these sectors will get more vocational opportunities, growing their skills, knowledge and a passion for learning, realising their potential and empowering them to contribute more to their whānau, communities, sectors and the economy as a whole.

All employers, organisations, iwi and their ākonga will be uplifted by a stronger, broader and more integrated foundation for their work-based learning, while still having access to an empathic, responsive provider that is willing to get stuck in, side-by-side with industry.

To get there, we will be stretching ourselves and the vocational education and training system, figuring out how we do better for these sectors, and putting it into action. We will continue to prioritise and nurture the workforce of te ahumahi ā-rēhia. And from this, real positive change will flow through to all communities and individuals who access the sectors and benefit from their mahi.

Our organisation is built from a strong foundation for work-based learning in te ahumahi ā-rēhia over the past 30 years, but it's just the beginning. We will continue to build on these successes, and come together with our industry, iwi and education sector partners, to remove barriers and enhance and expand high-quality vocational education opportunities for everyone in our sectors.

## Vision

**Māuri oho, Mauri tū, Mauri ora | Strengthen, Step-up, Flourish**

**Everyone in our sectors is empowered with the skills to thrive.**

*We are working towards a future where every person and organisation in te ahumahi ā-rēhia has the opportunity to unlock their potential and gain the skills and knowledge they need to realise the ambitions they have for themselves, their whānau, their customers and communities.*

## Mission

**Kohia te ahi i roto | Fuel the fire within**

**Weaving together work, learning and skills to support learner and workforce success.**

*Our goal is to provide work-based learning to grow confident, capable, connected people and organisations across our sectors. We will deliver vocational education that upholds the mana of te Tiriti o Waitangi, fuels a passion for lifelong learning, and supports ākonga and workforce success through flexible and tailored provision - where, when and how they need it.*

## Ambition

**He kaha ake ta maatau | We are stronger together**

**Be the preferred partner and provider of high-quality work-based learning**

*We will be the preferred provider of quality, personalised work-based learning to ākonga and organisations across the motu, increasing skills and employability for those working in or aspiring to our sectors. We will deliver access and equity for those who have previously been underserved or hard to reach. With decades of experience and powerful partnerships throughout industry, iwi and education, we will work kanohi-ki-te-kanohi to ensure ākonga and clients get the skills, knowledge and support they need to flourish.*

## Ngā uara | Our values

**Tika** - We do what is right

**Pono** - We are true to ourselves

**Aroha** - We demonstrate care and respect

## Ngā kaupapa here | Our guiding principles

### Kaitiakitanga

- Protect the mana of the organisation, our staff, our stakeholders, clients and learners;
- Protect, to guard and take care of the places, resources, those things considered of value and its people, and their wellbeing;
- Guard and take care of our organisational commitments;
- Ensure the revival, retention and maintenance of tikanga practices within the organisation;
- Promote the achievement of wellness and well-being for the staff, clients, learners and the organisation
- Create a clean, safe and healthy environment by promoting a sustainable management and growth of the organisation

### Manaakitanga

- Foster the wellbeing and status of our people within the organisation, our stakeholders, clients and learners and in our cultural practices
- Ensure that a course of action or a process set down enhances, maintains or encourages the work, tikanga practices and our people within Skills Active Te Mahi Ako
- Preserve, maintain, enhance and encourage the wellbeing of staff our stakeholders, clients and learners, of those things considered of value, intangible or intangible
- Assist in the improvement and development of the values of Skills Active Mahi Ako

### Wairuatanga

- Encourage, maintain and promote a physical, intellectual, social and spiritual identity with each other and our work
- Respect the values of our staff, our stakeholders, clients and learners and of the organisation
- Recognise and acknowledge the value and beliefs of each other and guests within the workplace and all related gathering

### Kotahitanga

- Break down secular and non-secular divisions and promote a unified approach to the values and our guiding principles
- Build unity through consultation and collaboration: making decisions together, speaking with one voice, and moving in unison.

### Rangatiratanga

- Weave people together, manage our responsibility, and lead by example
- Demonstrate personal integrity in all aspects of our work and tikanga related practices
- Staff determine own actions in the cultural preservation and guardianship of their Tikanga practices that maintain, enhance and encourage wellbeing of those things considered of value within the organisation and to our staff, stakeholders, clients and learners.

## The value we bring – our operating principles

- We are owned and empowered by organisations from our sectors. We work with industry and iwi, drawing on a bicultural approach – honouring the lens of tangata whenua, alongside the lens of tangata tiriti.
- We focus on serving our niche sectors and clients with value-for-money, accessible programmes and resources that can be easily integrated into workplace operations. This means tailoring the learning solution to the sector, organisation or ākonga group – whether for highly technical roles or foundation-level programmes.
- We serve as a hub of tailored support for ākonga and clients, connecting them with services and support to complement our qualifications – including educational support, further learning opportunities and other pastoral care services.
- We listen to our clients, and incorporate their specific and often mandated or regulated training requirements, alongside a range of other desired competencies and skills – thereby equipping our clients with the skills for their work and pathways for career development.
- We have longstanding, trust-based relationships in our sectors, and this allows to co-create tight, specific work-based learning packages. These programmes provide clear building blocks and encourage continual improvement and ongoing learning and development. In many cases, the credentials our ākonga gain with the support of their employers and mentors are internationally portable.
- We add value to our clients' existing training systems, by complementing their programmes with our learning and assessment design, delivery, assessment, moderation as well as providing support through mentoring and coaching.
- With our knowledge and understanding of our ākonga and sectors, we see the many areas where they would benefit from further bespoke training options such as micro-credentials, short courses and just-in-time learning – and we're poised to be able to deliver these.
- We provide flexible and tailored work-based learning in real settings across all areas of Aotearoa. This enables us to reach smaller communities and groups and embed whānau- and community-centric learning approaches.
- We are small, agile organisation that can pack a big punch. This means we can meet the needs of our ākonga, clients, sectors, and the vocational education sector faster than larger providers.

## Strategic commitments and priorities

1. Skills Active Te Mahi Ako exists to **Weave together work, learning and skills to support learner and workforce success** within te ahumahi ā-rēhia and in line with the expectations of private training establishments set out in the Education Act 2020 and by NZQA.
2. Skills Active Te Mahi Ako will be responsive to the needs of ākonga, organisations, industry, iwi, and communities across te ahumahi ā-rēhia sectors in Aotearoa.
3. To meet the needs of ākonga and organisations throughout Aotearoa, Skills Active Te Mahi Ako will —
  - a. Specialise in the tailored delivery of work-based learning and education programmes for the sectors it serves.
  - b. Specialise in the delivery of ‘grass-roots’ and entry level qualifications which can be embedded in and by organisations within the community and ākonga entering and moving through the workforce.
  - c. Specialise in the development of training packages that provide clear building blocks and encourage ongoing learning and development that meet the needs of learners including seasonal, part-time, volunteer, and other time-sensitive ākonga groups.
  - d. Specialise in the development of programmes for the highly specialised and technically skilled roles within te ahumahi ā-rēhia sectors.
  - e. Reduce duplication in provision by promoting collaboration across its network of work-based provision and the network of private and public vocational education and training provision for te ahumahi ā-rēhia sectors, including -
    - i. Pathways from work-based to higher learning opportunities.
    - ii. Co-design of integrated programmes requiring high-touch work-based learning as well as high-level theory components.
    - iii. Tailoring of generic programme resources to meet specific sector or group needs.
  - f. Grow to offer a mix of education and training, including on-the-job, face-to-face, and distance delivery that is accessible and meets the needs of ākonga, industries, and communities.
  - g. Operate in a manner that ensures its delivery and operations are informed by local, regional and national relationships; and decisions meet the needs of their communities.
  - h. Ensure that international ākonga are supported with Manaakitanga.
  - i. Maintain a high-quality coherent network of service infrastructure that meets sector skills needs.
4. Skills Active Te Mahi Ako will operate in a way that allows it to—
  - a. Empower ākonga, clients and staff to be heard on educational, non-educational, and well-being matters and matters relating to the organisation’s practices and services; and
  - b. Develop strong partnerships with—
    - i. Industry and iwi, including Māori and Pacific employers, smaller employers, and those operating in niche sectors within te ahumahi ā-rēhia.
    - ii. Communities at a local level, including hapū and iwi, and Pacific communities.
    - iii. Educators and providers within the secondary and tertiary sectors.
  - c. Use the insights gained through partnerships to—
    - i. Develop and provide vocational education and training products that meets short-term and long-term skills needs.

- ii. Ensure its work-based learning provision supports smaller employers, volunteer organisations, niche or remote te ahumahi ā-rēhia sectors.
    - iii. Align education and training delivery to support the unique social and economic goals of communities engaged in te ahumahi ā-rēhia.
  - d. Work towards equity for ākonga and staff of different genders, ethnicities, cultures, and abilities to—
    - i. Respond to the needs of and improve outcomes for Māori ākonga, whanau, hapū and iwi, and employers.
    - ii. Meet the needs of all of its ākonga, in particular those who are under-served by the education system, including, but not limited to, Māori, Pacific, disabled ākonga, second chance ākonga, people not in employment, education or training.
  - e. In order to achieve equity for ākonga and underserved groups Skills Active Te Mahi Ako will —
    - i. Ensure that its governance, management, and operations give effect to te Tiriti o Waitangi.
    - ii. Recognise that Māori are key actors in regional social, environmental, and economic development.
    - iii. Demonstrate a commitment to inclusivity and equity through all of aspects of work, recognising and valuing the diversity of all of its ākonga and client groups, and providing the unique types of support different ākonga need to succeed.
    - iv. Promote equitable access to work-based learning opportunities for ākonga and clients.
    - v. Have culturally responsive delivery approaches.
  - f. Work collaboratively with schools, wānanga, and other tertiary education organisations (including workforce development councils) to improve the outcomes of the education system as a whole, including the transition of ākonga into employment.
5. To meet its commitments Skills Active Te Mahi Ako will ensure that —
- a. Educational products are portable and consistent, yet flexible enough to meet sector and local needs.
  - b. The quality of educational products delivered is excellent.
  - c. The range of work-based learning options available to ākonga and clients are appropriately broad to meet needs.
  - d. Future te ahumahi ā-rēhia skill needs are anticipated and quickly responded to.
  - e. Teaching, learning and assessment is supported by best practice.
  - f. Learning pathways provide ākonga with a range of opportunities to progress to higher levels of education and training, into employment and portability within the wider labour market.