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van Asch  
**DEAF EDUCATION CENTRE**

**SINCE 1830**

# **CHARTER**

Revised April 2005

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## **INTRODUCTION**

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The needs of the children and their learning shall be the focus of this charter.

By following the guiding principles of the Charter, the Board of Trustees will ensure that all students are given an education in the most appropriate language which enhances their learning, builds on their needs and respects their dignity. This education shall challenge them to achieve personal standards of excellence and to reach their full potential. All Centre activities will be designed to advance these purposes.

This will be achieved through a partnership between the Centre, its community and the Minister under the provisions of the Education Act.

The Board of Trustees will take all reasonable steps to ensure that the Centre meets the goals and objectives of this charter within the resources and time available to it.

## **GENERAL PROFILE OF THE CENTRE, ITS COMMUNITY AND ITS SPECIAL NATURE**

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van Asch Deaf Education Centre is a coeducational composite special school and national resource centre for Deaf and hearing-impaired people.

The Centre, which was established in March 1880 as a fully funded Department of Education special school, is located in Sumner, a suburb of Christchurch, and in the Waitaha Iwi.

As a national resource centre the Centre provides a range of support services to Deaf and hearing-impaired students, parents/caregivers and associated support persons who work in association with hearing impaired persons. The range of support services offered includes audiological services, technical aids services, book and non-book educational instructional resources, professional advice on educational management and programmes, itinerant teacher and part-time teacher support programmes, counselling and guidance services, curriculum development and research support programmes.

The Centre has a prime responsibility for the support of Deaf and hearing-impaired children and students throughout the South Island and lower half of the North Island and regular liaison is maintained with the respective Group Special Education and Ministry of Education district offices in the geographic area.

The Centre provides a range of on-campus programmes from preschool through post-secondary and makes full use of the wide range of resources that are available both in the local district and greater Christchurch area.

The Centre has residential facilities to cater for those students whose overall personal, social and educational needs cannot be met in the students home area. The residential facilities also enable assessment of students, in-service and training programmes for parents/caregivers and associated support persons to be undertaken. When not required for the Centre's own use the facilities are used, on a cost recovery basis, for other education in-service programmes.

The Centre has well maintained buildings and grounds with many of the buildings, particularly in the residential section of the Centre, being constructed since 1980. Progressive upgrading of classrooms has been planned for to meet the needs of students enrolled at the Centre. The Centre has a well equipped media centre, which also serves the region, gymnasium, sealed tennis courts, well appointed playing fields, hall and associated conference facilities, technicraft, audiological assessment and technical services facilities, preschool through post-secondary instructional areas and special purpose instructional rooms.

Student enrolments come from throughout the region served by the Centre. The

overall roll varies.

Forty-seven Itinerant Teachers of the Deaf support approximately 250 Deaf and hearing-impaired students in mainstream settings in the region served by the Centre.

Support in the form of part-time teacher hours is provided for approximately 60 Deaf and Hearing Impaired students who do not have access to Itinerant Resource Teacher of the Deaf service in their local areas.

Where appropriate, full use is made of medical and educational specialist support services within the Christchurch area. The Centre, in turn, assists these agencies where advice and guidance is needed for mainstreamed Deaf and heard of hearing and communicative disordered students.

To meet the wide range of responsibilities associated with the on-campus and regional functions of the Centre a total of 121 positions, or their equivalent, are available. Of this number, at the time of writing, 79.5 positions are classified as teachers and the remainder as ancillary staffing (residential caregivers, audiologists, a counselor, technicians, media centre personnel, teacher aides, residential domestic staff, groundpersons, communicator, language assistant and Deaf Resource Persons.

The immediate community, in which the Centre is located, has a strong influence on the corporate life of the on-campus activities of the Centre. The community is one in which the people value “togetherness”, the semi-rural surroundings and relaxed lifestyle. Sumner has a strong community spirit and the “village” shopping centre is a focal point for meeting. A wide range of clubs, organisations and facilities totalling approximately 60 in all are available. These include the RSA, bowling, surf-life saving, tennis, squash, rugby, cricket, golf, croquet, bridge and boating clubs, library, aged person centre, community centre, plunket and church youth and support facilities together with restaurants, takeaway food outlets, tearooms, taverns, guest house, chemist, book shop, supermarket, dairy, banking and postal facilities, a community pool, a twin- picture theatre and service stations. In association with Sumner Primary School, the Centre is able to link in to a wide range of cultural and social activities and available support persons within the immediate district. The other school in the district is Star of the Sea.

The communities that the Centre serves in lower half of the North Island and the South Island vary enormously. They include both deaf and hearing communities in rural and urban settings.

## **MISSION STATEMENT**

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The purpose of this Centre is to provide quality educational programmes and special related services which meet the needs of Deaf and hearing-impaired students their families and communities.

## NATIONAL ADMINISTRATION GUIDELINES

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It is acknowledged that the Centre in implementing this Charter will fulfill the obligations as outlined in the National Education Guidelines which include the National Education Goals, the National Administrative Guidelines, The National Education Priorities and the New Zealand Curriculum Framework .

The Centre will fulfill these obligations by:

1. Providing quality learning programmes that are based on enhancing the knowledge, skills, attitudes and values outlined in the National Curriculum Framework and which are aimed at enabling deaf and hearing-impaired students to attain their full potential. This will be achieved through:
  - Developing a broadly based curriculum programme in all the essential learning areas and the Centre's local curriculum which includes literacy, speech-language, Deaf Studies and New Zealand Sign Language;
  - Focusing on improving levels of literacy and numeracy;
  - Use of consistently applied procedures of assessment and use of individual and aggregated achievement information to target student learning needs and for programme planning;
  - Identifying those students at risk of not achieving and those with special learning needs and taking intervention measures to improve their learning outcomes;
  - Working with the Deaf Maori Community and Maori students to raise their levels of achievement;
  - Providing appropriate career guidance to students in year 7 and above emphasising especially guidance for those at risk of not making the transition to the workplace or further study.
2. Having an effective means of evaluating the school's programmes and activities, to ensure effective planning and reporting. This will be achieved through
  - Developing long-term goals.
  - Each year framing an operational plan (This will be referred to the Centre Development Plan). This plan will include:
    - ❖ Annual priorities and targets based on the long term goals;
    - ❖ A programme and process for reviewing on a cyclical basis school operations with an emphasis on learning programmes and assessment.

- A process for consulting with the Centre's community.
  - Ensuring the New Zealand's cultural diversity is respected and the acknowledgement of the unique place of Maori and the Deaf Community through their involvement in the planning process and inclusion in programmes offered.
  - Accurate and full reporting to parents, students and the community on individual student progress and on students as a whole at the Centre.
3. Providing a school climate which attracts the best available staff, promotes high levels of staff performance to support the Centre's aims, objectives, policies, procedures and plans. This will be achieved through
- Acting at all times as a good employer as defined by the State Sector Act.
  - Developing and implementing sound and effective recruitment procedures.
  - Establishing and maintaining a robust performance management system which continues to build levels of staff performance.
  - Providing a safe and suitable physical environment for all staff.
4. Allocating and controlling income and expenditure in ways that effectively support the teaching and learning programmes. This will be achieved through
- Having safe and effective systems of financial management subject to regular reporting and monitoring.
  - Having in place appropriate systems of financial planning which sets budget priorities based on identified and prioritized need.
  - Maintaining systems of asset replacement.
5. Having buildings and site facilities that are appropriate to the programme needs of the Centre, are conducive to teaching and learning and which comply with the relevant health and safety requirements. This will be achieved through
- A 10-year property plan.
  - Having a school site that is well maintained, clean, attractive and secure.
  - Having in operation a hazard management programme for the centre.
6. Having a school climate which promotes and safeguards the physical and emotional well-being of students. This will be achieved through
- Providing for the pastoral needs of students.

- Having in place a workable and fair behaviour management procedure.
  - Having in place means of identifying those students who are at risk and strategies to meet their needs.
  - Minimising the potential for accident or injury through having sound procedures to be taken in the event of emergency, crisis or potential risk.
7. Encouraging high levels of community involvement in the Centre's activities. This will be achieved through
- Implementing regular programmes of consultation and communication.
  - Provision of timely, accurate information to the community.
  - Developing approaches to having positive interaction between the Centre, its parent community and the Deaf Community.
8. Developing and maintaining programmes and an ethos that reflects New Zealand's cultural diversity and in particular the unique position of the Deaf and Maori as tangata whenua. This will be achieved through
- Ensuring that plans and policies are sensitive to the cultural background and values of the Deaf and various other ethnicities represented at the Centre especially tikanga Maori.
  - Ensuring that students have access to the curriculum through New Zealand Sign Language.
  - Encouraging staff to develop higher levels of understanding of Deaf culture.
  - Ensuring that students have access to a Deaf Studies Curriculum.
  - Ensuring that consideration is given to incorporating elements of other cultures in learning programmes and delivery.
  - Encouraging staff to develop higher levels of understanding of New Zealand's cultural diversity and of Treaty of Waitangi obligations.
  - Having a consultative process with the Maori community that works to assist raising the achievement levels of Maori students.
  - As far as practicable providing opportunities for programme delivery in te reo Maori.
9. To fully comply with all legislative requirements as they relate to the Centre's operations and to Board of Trustee activities. This will be achieved through

- Ensuring that the Centre complies with Education Act requirements.
- Monitoring and improving student attendance.
- Meeting all reporting requirements.
- Meeting all obligatory legal provisions covering privacy, human rights, protected disclosures, smoking and animal welfare.
- Ensuring all Board procedures are meet the requirements laid down for public bodies.

## GENERAL PRINCIPLES

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In addition to being guided by the National Educational Guidelines in implementing this Charter the Centre is also guided by a series of values, aims and ideals. These capture the Centre's unique nature and special character and are expressed in the following general principles which guide the delivery of its services :

General Principles Relating to the National Plan for Deaf Education. Special Education 2000 is the government's policy for achieving an inclusive education system that provides learning opportunities of equal quality to all learners. The general principles were documented in Special Education Policy Guidelines. Those principles form the foundation of "The National Plan for the Education of Deaf and Hearing Impaired Learners in Aotearoa/New Zealand". The National Plan sets out the aspirations of those involved in the education of deaf and hearing-impaired learners and consequently will be a foundation document when determining the way in which the Centre delivers services to Deaf and hearing-impaired learners. The principles of the National Plan are as follows:

Principle One. Deaf and hearing-impaired learners have the same rights and requirements to education as their hearing peers, but have distinctive needs.

Principle Two. All deaf and hearing impaired learners have access to an education which meets their individual needs and will promote their being independent learners and self-determining members of society.

Principle Three. An equitable, cohesive, nationally coordinated education service for all deaf and hearing-impaired learners is provided in a timely manner from birth to the completion of their school years.

Principle Four. The education of deaf and hearing-impaired learners is based on a partnership between learners, their families/whanau and those responsible for the provision of services.

Principle Five. The education of deaf and hearing-impaired learners is a cooperative effort shared between regular education and special education.

Principle Six. The family is respected and their right to information, choice and empowerment honoured and that right will be acknowledged in programmes, services and resources for their deaf and hearing-impaired children.

Principle Seven. The Deaf community is recognised and respected as a valued partner in the education of deaf and hearing-impaired learners. Deaf people are recognised as a natural community of interest and as a cultural resource in relation to deaf children.

Principle Nine. The status of Maori as Tangata Whenua, as set out in the Treaty of Waitangi, is reflected in programmes, services and resources for deaf and hearing-impaired learners.

Principle Ten. The multicultural nature of New Zealand society is reflected in programmes, services and resources for deaf and hearing-impaired learners.

Principle Eleven. Deaf and hearing-impaired learners are identified as early as is possible so that they can access specialist services.

Principle Twelve. Comprehensive educational assessment services will be coordinated and presented by specialist personnel who are readily available to children and their families. Personnel will have appropriate expertise in assessing the needs of deaf and hearing-impaired learners and will provide data to determine eligibility for, and the nature of, services.

Principle Thirteen. All specialist teachers and specialist educators employed in the education of deaf and hearing impaired learners are appropriately qualified, competent in communicating with deaf learners, and undertake ongoing professional development relevant to the needs of the learners.

Principle Fourteen. All teachers will have knowledge of the nature of hearing loss, the basic education needs of deaf and hearing-impaired learners and awareness of the relevant education services available and how they might be accessed.

Principle Fifteen. The appropriate adaptations are provided through technology and human resources to meet the academic, social and emotional needs of deaf and hearing-impaired learners within the curriculum.

Principle Sixteen. Access to Te Whaariki and the New Zealand Curriculum is supported by adaptations to the communication environment, teaching and learning approaches, and curriculum where required.

Principle Seventeen. The equity and effectiveness of programmes and services for deaf and hearing-impaired learners is determined through regular monitoring and evaluation.

Principle Eighteen. Research initiatives are undertaken to inform current practice, identify future trends and to enhance the body of knowledge in the education of deaf and hearing-impaired learners.

## General Principles Relating to the Purchase Agreements the Centre has with the Ministry of Education

### Introduction:

The Ministry of Education has an agreement with the Centre to purchase the provision of: Regional Teaching and Specialist Services; Early Intervention Services; Resource and Technical Services; and Residential Services. These services will be delivered according to the following principles:

Principle One. These services will be made available to children who are deaf or hearing impaired, their families/whanau, professionals and paraprofessionals, will promote the best educational outcomes for learners and will foster effective management practices.

Principle Two. The Centre will deliver these services in an integrated manner focusing on innovation, consistency, equity, accessibility and best practice within the specified geographical areas, to an agreed national standard.

Principle Three. Under this agreement the Centre will continue to develop expertise and innovation in resources available for use in deaf education and it will transfer that expertise and innovation to make the resources it creates and manages readily accessible to those engaged in the education of deaf and hearing-impaired learners.

### Regional Teaching and Support Services

Principle Four. The Regional teaching and Support Services will be provided to learners in the Early Childhood and compulsory school sector who are deaf or hearing impaired, their teachers, and families/whanau, in order to assist them to access Te Whaariki and the New Zealand curriculum within their home district.

Principle Five. This activity will also fund an administrative and operational structure to enable and support these services through local and regional management committees (when established), systematic data gathering, and professional development.

Principle Six. The services provided will be integrated and will be available to learners who are not enrolled at the Centre's base school.

Principle Seven. The services provided to each learner will vary according to the assessed level of need. Some learners will require support on either an intermittent or a regular basis to enable them to access the curriculum throughout their schooling. Others may require an intensive amount of support over a short period. Learners eligible to access services must be deaf or hearing impaired, have moderate needs, and meet one of the following eligibility criteria:

- Have delayed language;
- Be fitted with a hearing aid;
- Have phonological delay resulting in reading and writing difficulties, or;
- Have social problems;
- Require access to New Zealand Sign Language and Deaf Culture.

or be deaf and hearing-impaired and be verified as having “high” or “very high” needs under the Ongoing and Reviewable Resourcing Scheme.

Principle Eight. Services to these students will be provided on the basis of individual needs and may include:

- Specialist advice, guidance and assistance to the class or subject teacher;
- Assistance to classroom teachers for curriculum delivery;
- Specialist teaching;
- Language and communication assistance;
- Audiological management within the education setting, and;
- Advice, guidance and assistance to parents and whanau.

Principle Nine. In addition to delivering these service, the Centre will;

- Provide an administrative and operational structure to support the provision of regional services;
- Ensure the systematic gathering of regionally based data about student numbers, their service needs and the effectiveness of the services they receive, and;
- Provide training and professional development of staff involved in the provision of regional services to deaf and hearing-impaired learners, their families/whanau and schools.

## Early Intervention Services

Principle Ten. The Regional teaching and Support Services will be provided to learners in the Early Childhood sector who are deaf or hearing impaired, their teachers, and families/whanau, in order to assist them to access Te Whaariki and the New Zealand curriculum within their home district.

Principle Eleven. Specialist early childhood services will be provided by the Centre to assist deaf and hearing-impaired students under 5 years of age and their families/whanau. These services will be consistent with both special education and early childhood best practice and will be designed to improve learner's long-term educational outcomes.

Principle Twelve. Programmes provided will be consistent with the requirements of Te Whaariki and may include the siblings of deaf and hearing impaired children, and children of deaf and hearing impaired adults.

## Resource and Technical Services

Principle Thirteen. Resource and Technical Services are intended to provide learners who are deaf or hearing impaired, their families/whanau and schools with comprehensive resources to improve the educational outcomes of learners. In providing these services Centre will use its current and developing expertise to provide innovative resources that are accessible and meet high standards.

Principle Fourteen. Under the agreement the Centre will also provide an assistive technology maintenance service and an audiological assessment and guidance service.

Principle Fifteen. Learners eligible to access services must be deaf or hearing impaired, have moderate needs, and meet one of the following eligibility criteria:

- Have delayed language;
- Be fitted with a hearing aid;
- Have phonological delay resulting in reading and writing difficulties, or;
- Have social problems;
- Require access to New Zealand Sign Language and Deaf Culture.

or be deaf and hearing-impaired and be verified as having “high” or “very high” needs under the Ongoing and Reviewable Resourcing Scheme.

Principle Sixteen. In providing these services the Centre will ensure that:

- The hearing assistive technology being used by learners is maintained to an adequate standard (this will include the repair of cochlear implant devices);
- Learners using hearing assistive technology are supplied with consumables (batteries, accessories etc);
- An audiological advice and assessment service is provided for learners and their families/whanau who attend the Centre’s Early Intervention Centre and base school and who are referred to the Centre by Group Special Education Adviser on Deaf Children and District Health Board Audiologists.
- An audiological advice and guidance service is provided for District Health Board Audiologists who work with deaf and hearing-impaired learners in the region served by the Centre.
- The Centre’s Educational Audiologists are involved in cochlear implant device programming to an extent that reflects current practice.
- Create, store, adapt and make available local curriculum support and extension resources for use by deaf and hearing impaired learners, their families/whanau and those professionals supporting them educationally in their learning programmes;
- Provide residential and inservice training for providers of support services to deaf and hearing-impaired learners, their families/whanau and teachers.

### Residential Services

Principle Seventeen. The Residential Services will be provided for deaf or hearing impaired students who are enrolled at van Asch Deaf Education Centre but whose homes are outside the Christchurch metropolitan area.

Principle Eighteen. The residential programme will enable students to live in a safe and challenging environment that promotes their learning, development and independence through an integrated programme. The

services provided by this activity will be consistent with and in accordance with the student development plans.

Principle Nineteen. Under this agreement the Centre will:

- Provide residential accommodation and Services for a maximum of 23 students at any time during the school term;
- Provide a residential programme that offers a range of appropriate education, day and evening activities, including life skills, where appropriate, for students;
- Ensure that students maintain contact with family, caregivers or whanau and other age appropriate social networks;
- Provide for a healthy and safe physical and emotional environment for residential students at all times; and
- Ensure effective liaison with families, caregivers or whanau which is integrated with the core school learning and development programme.

Principle Twenty. The Centre will adopt a collaborative model of service delivery which:

- Is comprehensive and systematic;
- Is safe, providing for students' physical, emotional and spiritual well being;
- Is innovative and research based;
- Is results oriented;
- Facilitates participation by all involved at all levels;
- Is flexible and adapts to changing conditions;
- Commits resources to skill building and training;
- Delivers an integrated care package comprising interventions, education and parent relationships, with continuity of care co-ordination;
- Is delivered in accordance with service standards that are prudent, ethical, just and humane;
- Is culturally appropriate; and

- ▣ Is supported by family, caregivers or whanau and other key stakeholders.

## **STRATEGIC PLANNING**

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1. The Board of Trustees will develop, and annually review, a strategic plan (see Appendix 1), which sets out, among other things, goals and objectives to raise levels of student achievement in all core areas of the curriculum. The goals and objectives will reflect the ongoing learning needs of the students and the means to address those needs.
2. Each year annual achievement targets (see Appendix 2) will be set, based on identified needs of students. These targets will be evaluated and will help to inform the future goals, objectives and targets. The Board will report annually to the Minister of Education on how it has met these targets.
3. The Centre's management will compile for Board approval an annual management plan (see Appendix 3) which will detail the activities the Centre will undertake in order to effectively meet its goals, objectives and targets.

## **PROCEDURAL INFORMATION**

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The Board's updated Charter, Strategic Plan, Annual Achievement Targets, Annual Management Plan and Annual Report will be lodged with the Ministry of Education by 1 June each year.

## CHARTER UNDERTAKING

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1. This charter is an undertaking by the Board of Trustees of van Asch Deaf Education Centre to the Minister of Education.
2. The Board of Trustees will take all reasonable steps to ensure that the Centre meets the goals and objectives of this charter within the resources and time available to it, in accordance with Section 64 of the 1989 Education Act.
3. The Government's commitment to education is to provide funding for salaries and the operation of the Centre out of money appropriated by Parliament, in accordance with Section 79 of the 1989 Education Act.
4. The operation of the Centre and its progress in meeting its charter objectives will be reviewed regularly by the Education Review Office.
5. The charter contains: a description of the school and its community the guiding principles, legal obligations, mission statement, goals and objectives, school procedures, and codes of conduct.
6. The partnership between this Centre and its community will play a vital part in achieving the goals of the charter.
7. This charter will remain in force until such time as it is amended in accordance with the provisions of the 1989 Education Act, or is withdrawn by the Minister of Education.
8. The van Asch Deaf Education Centre Board of Trustees agrees to administer the Centre so as to ensure that the Centre's operations take into account all the National Education Guidelines and reflect both the content and the spirit of this charter.
9. The Board of Trustees of this Centre accepts the obligation to adhere to all relevant Acts of Parliament, national guidelines for education, industrial awards and agreements, and regulations as they relate to the Centre.

The Board of Trustees of van Asch Deaf Education Centre accepted this Charter as its undertaking with the Ministry of Education on \_\_\_\_\_ and submits it for approval.

Chairperson

Date:

BOT: \_\_\_\_\_

Approved

For Minister of Education: \_\_\_\_\_ Date: \_\_\_\_\_