

Central Otago REAP

Code of Practice Self Review 2023

TEO Name	Central Otago REAP			MoE number	8292
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Current enrolments	Domestic learners	Total #	521	18 y/o or older	491
				Under 18 y/o	30
	International learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
Current residents	Domestic learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
	International learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
Report author(s)	Emma McLean				

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / Implemented / Developing / Early stages

Summary of performance under each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	<p>Central Otago REAP has a learner wellbeing and safety system that tutors follow to share important information with ākongā(learners) regarding expectations, health and safety, support, networks, concerns, and the importance of learner voice.</p> <p>Flowcharts are available to support ākongā and staff members through the process of raising a concern.</p> <p>Ākongā are encouraged and supported to reflect and feedback to the tutors at the completion of a program /end of term through online survey or hardcopy regarding the skills, knowledge and confidence and any suggestions that would better meet the ākongā needs.</p> <p>Tutors receive a link that shares the feedback which is used in their own reflection and planning for their next program.</p> <p>Tutors have the flexibility to make time to listen and make changes to their plans to support the needs of the ākongā.</p>	<p>Ākongā(learner) Evaluations</p> <p>Staff meet/greet people at reception, listen carefully to their needs/questions and encourage them to meet the appropriate staff or other community groups that can support their needs. Once engaged staff ensure they are supported in their learning environment.</p> <p>Staff meet learners individually with or without whānau to help them identify and establish their needs. Enrolment information is generated, goals agreed and set. Goals are reflected on and reviewed regularly in group and 1:1 discussions.</p> <p>Ākongā absence is followed up and staff support ākongā to reduce barriers to attendance.</p> <p>Staff have connections and collaborate with other support groups throughout the community and are well equipped to refer to and engage with to support the needs of ākongā and their whānau.</p>

		<p>Positive, informative, and reflective feedback from ākonga, whānau and staff through surveys, reflections, and discussions.</p> <p>In reflections and discussions tutors share how they can listen and be flexible in their learning environments to meet the needs of their ākonga on a needs basis to directly support health, wellbeing, and safety.</p> <p>Noticeboards that are displayed around the Alexandra Community House space are a amazing resource of current information to support ākonga and whānau.</p> <p>Ākonga and tutors reflect daily/ at completion of programs/term on the program offering feedback on their learning, learning environment, and suggest changes or ideas for future learning opportunities.</p> <p>Class agreement/Kava/understanding that it is a place of respect for self, each other, and the learning space. Expectations are discussed and collaboratively agreed on.</p>
<p>Outcome 2: Learner voice</p>	<p>The learner’s mana is upheld in their learning environment, their voices are heard and integral to decisions made around planning and provisions of support and services.</p> <p>Learners communicate their ideas and feedback throughout the course at completion via,</p> <ul style="list-style-type: none"> - Initial face to face interviews/meetings. - Informal conversations during the course - Collaborative planning and decision making - Group discussions - Online surveys - Daily reflective writing and feedback 	<p>Programs are flexible which enables tutors to provide opportunities for learners needs to be met.</p> <p>Guest speakers, brochures, field trips, contacts, are provided/shared to inform ākonga of support, future pathways, opportunities on their journeys.</p> <p>Clear visible information is displayed so ākonga have the information, knowledge, and tools to connect and communicate with people that can support them.</p> <p>Regular reflections, discussions, evaluations are held to ensure tutors are responsive to learner needs.</p>

	<ul style="list-style-type: none"> - Team meetings and sharing of ideas and feedback between staff. 	<p>Staff are flexible in their hours and take time to listen and discuss with ākongā.</p> <p>Positive, informative, and reflective feedback from ākongā, whānau and staff through surveys, reflections, and discussions.</p> <p>Staff have regular opportunities to get together and discuss their programs and challenges in the nest (shared office environment) and Team building/PD days every term.</p>
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Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>Ākonga experience an inclusive learning environment where they are accepted, valued, respected, appreciated and connected with social and cultural networks.</p> <p>Ākonga are assisted by providers to manage their physical and mental health and connected with support networks when needed.</p> <p>Policy and procedures are reviewed biannually, this year 2023. A holistic approach using Te Whare Tapa Wha has been integrated into our Health, Wellbeing and Safety Policy that aims to support all ākonga.</p> <p>Ākonga are supported by tutors to transition to tertiary study, to progress and achieve in their studies, develop further knowledge, skills, experience, and confidence to prepare and enter further study or employment.</p> <p>Ākonga are supported with access to digital devices, knowledge, and skill development to support their learning. This enables ākonga to learn from home and continue their learning out of the confinements of the classroom.</p>	<p>Positive, informative, and reflective feedback from ākonga, whānau and staff through surveys, reflections, and discussions.</p> <p>Staff meet ākonga individually, with or without whānau, identify and establish their needs and appropriate support. As members of the Alexandra Community House and the wider community, learners are encouraged to seek support in other ways to help them on their life journey. Our rooms are open, flexible, and inclusive. Our modern learning environment allow easy access for those that need it. Buildings meet local government requirements.</p> <p>Our caring reception staff provide support and knowledge for all who seek information, connecting them with the appropriate people/organisation.</p> <p>Our classes are small and flexible to meet the needs of the learners.</p> <p>Information for learners in communicated and clearly displayed on noticeboards, websites, and online learning platforms.</p>

<p>Outcome 4: Learners are safe and well</p>	<p>Data gathered through online and hardcopy evaluations offers the opportunity for ākongā to feedback with anonymity their evaluations of the course, their concerns, their suggestions, and their learning.</p> <p>1:1 tutor/ākongā discussions are encouraged and part of the daily communications that inform the tutors of the needs and wants of the ākongā.</p> <p>Communication pathways are shared and clear with supporting flowcharts that support ākongā and staff with concerns and a process to follow for resolution.</p>	<p>Positive and informative feedback from ākongā, whānau and staff through surveys, reflections, and discussions. Programme attendance is high, students communicate via text/email if they are unable to attend. Ākongā move onto further learning or work opportunities. Ākongā feel supported and valued in their learning environment.</p> <p>Online survey (hard copy option if needed) feedback from ākongā.</p> <p>Informal discussions/feedback to staff and tutors</p> <p>Tutors reflect, discuss feedback with their coordinator and plan future programs with this in mind to meet the needs of ākongā and community.</p> <p>Note: there have been no critical incidents to date in 2023.</p>
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Findings from gap analysis of compliance with key required processes

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	Health, Safety and Wellness Policy is in its final stages of review and development. Once complete it will be shared with Staff and the appropriate PD implemented to ensure staff knowledge, understanding and confidence in its implementation
Outcome 2: Learner voice	<p>Continue to gather data from ākonga that supports and informs tutors and program coordinators planning and delivery of programs that meet the needs of the community and individuals.</p> <p>Support/options for learners to learn and be enabled to feedback via hardcopy or online options in a way that supports them to share their thoughts and ideas freely. Ensure that all tutors make time for the evaluations and use them to be informed in their own reflections.</p>

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Continue support of new staff member in Quality Management Systems – ensure time and resources to understand process and changes that need to be made along the way.
Outcome 4: Learners are safe and well	Continue with the systems and reviews as required to ensure learners are safe and well.