Central Otago REAP
Code of Practice Self Review 2024

TEO Name	Central Otago REAP			MoE number	8292	
Code contact	**Name**	Kellie Weatherston		**Job title**	Manager	
	Email	manager@coreap.org.nz		**Phone number**	0800 267 327	
Current enrolments	**Domestic ākonga**	**Total #**	548	**18 y/o or older**	540	
				Under 18 y/o	8	
	International ākonga	**Total #**	#	**18 y/o or older**	#	
				Under 18 y/o	#	
Current residents	**Domestic ākonga**	**Total #**	#	**18 y/o or older**	#	
				Under 18 y/o	#	
	International ākonga	**Total #**	#	**18 y/o or older**	#	
				Under 18 y/o	#	
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 ākonga wellbeing and safety

	Rating
Outcome 1: A ākonga wellbeing and safety system	Well implemented / **Implemented** / Developing / Early stages
Outcome 2: Ākonga 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: Ākonga 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 ākonga 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	Central Otago REAP implements a comprehensive ākonga (learner) wellbeing and safety system that tutors adhere to in order to communicate essential information with ākonga. This includes details about expectations, health and safety measures, available support, community networks, and the significance of ākonga voice. To facilitate the process of addressing concerns, flowcharts are provided for both ākonga and staff members, guiding them on how to raise issues effectively. At the conclusion of each program or term, ākonga are encouraged to reflect on their experiences and provide feedback to their tutors. This can be done through online surveys or hardcopy forms, focusing on their skills, knowledge, confidence, impact of learning and any suggestions to better meet their needs. Tutors review feedback, which informs their own reflections and aids in the planning of future programs. Tutors complete a course evaluation form that is shared with their direct manager, sharing outcomes, impact, modification and ideas for future programmes and opportunities	Central Otago REAP emphasises the importance of ākonga feedback through various supportive practices. Building relationships, time for whakawhanaungatanga, staff at the reception actively greet individuals, listen attentively to their needs and questions, and guide them to the appropriate staff members or community groups that can assist them. This initial engagement ensures that ākonga feel welcomed and supported in their educational environment. Individual meetings between staff and ākonga, with or without whānau, are conducted to help identify and establish the specific needs of ākonga. During these sessions, enrolment information is gathered, and goals are collaboratively agreed upon and set. These goals are regularly reflected on and reviewed in both group and one-on-one discussions, fostering a sense of accountability and progress among ākonga. When ākonga are absent, staff promptly follow up to understand the reasons and provide support aimed at reducing barriers to attendance. This proactive approach demonstrates a commitment to ākonga engagement and success.

| | Tutors have the flexibility to allocate time to listen to ākonga and adjust their plans accordingly to better support the ākonga' needs.

Commitment to Te Pounamu Rōpū – 13 REAPs creating a framework to grow cultural knowledge and capacity and actions towards moving forwards as a Te Tiriti o Waitagi based organisation. Tangata Whenua and Tangata Tiriti walking forwards together. | Staff members maintain connections and collaborate with various support groups within the community. They are well-equipped to refer ākonga and their whānau to these resources, ensuring that comprehensive support is available to meet their needs.

Feedback from ākonga, whānau, and staff is collected through surveys, reflections, and discussions, providing positive and informative insights into the learning experience.
Tutors actively share their willingness to listen and adapt their teaching approaches based on these reflections, ensuring that the learning environment is responsive to the needs of ākonga regarding learning, health, wellbeing, and safety.

Noticeboards displayed around the Alexandra Community House serve as valuable resources, offering current information that supports both ākonga and their whānau.

Reflections occur daily or at the completion of programs, allowing ākonga and tutors to provide feedback on the learning experience, the environment, and suggest potential changes or ideas for future learning opportunities.

Class agreements/Kawa, establish a mutual understanding of respect for oneself, others, and the learning space. Expectations for behaviour and engagement are discussed and collaboratively agreed upon, creating a positive and inclusive learning atmosphere. |
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| | | The [Central Otago REAP website](#) shares information, opportunities and processes to support ākonga on their learning journey. Our site is in the process of updating to a new platform where navigation will be improved.

Staff committed to the principals of Te Tiriti o Waitangi and growing knowledge and understanding through staff PD and learning opportunities. |
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| **Outcome 2:**
 Learner voice | The mana of ākonga is upheld within their learning environment, ensuring that their voices are heard and play a vital role in the decision-making process regarding the planning and provision of support and services. Recognising the importance of learner feedback fosters a sense of ownership and empowerment among ākonga.
 Throughout the course, ākonga communicate their ideas and feedback using various methods, including:

 • **Initial Face-to-Face Interviews/Meetings:** These sessions allow for personalised discussions where learners can express their expectations, needs and set goals.
 • **Informal Conversations During the Course:** Casual interactions provide opportunities for ākonga to share thoughts and experiences in a safe inclusive setting.
 • **Collaborative Planning and Decision Making:** Involving ākonga in the planning process ensures that their insights influence the design of learning experiences, making them more relevant and effective.
 • **Group Discussions:** These forums encourage collective brainstorming and sharing of | [Central Otago REAP](#) programmes are designed to be flexible, allowing tutors to tailor their approaches to meet the diverse needs of ākonga (learners). This adaptability is crucial in creating an environment where learners feel supported and empowered to achieve their goals.

Programmes include opportunities to connect with a diverse range of people and experts in our community through guest speakers and field trips.

Resources inform ākonga about available support, future pathways, and various opportunities that can enhance their educational journeys. By connecting learners with real-world experiences and professionals, the program broadens their horizons and encourages exploration of potential career paths.

REAP Days connect with our more remote communities and are a celebration of connecting and life-long learning.

Clear and visible information is strategically displayed throughout the learning environment, equipping ākonga with the knowledge and tools needed to connect and communicate with individuals and |

perspectives, enhancing the learning community.

- **Online Surveys:** Digital surveys offer a convenient way for ākonga to provide anonymous feedback, ensuring that all voices are heard.
- **Daily Reflective Writing and Feedback:** Regular reflection allows ākonga to articulate their learning experiences, challenges, and suggestions for improvement.
- **Team Meetings and Sharing of Ideas and Feedback Between Staff:** Staff collaboratively discuss ākonga feedback to enhance teaching practices and support provisions, ensuring a consistent response to learner needs.

By incorporating these various channels of communication, Central Otago REAP not only values the perspectives of ākonga but also actively integrates their feedback into the development of programs and services, creating a responsive and inclusive learning environment.
2024 Ākonga Reflections

Celebration of success and stories through Facebook and local and NZ media opportunities
Celebration of Adult Learning – Learning Why
Choices - Rural Learners going Places
Newcomers -Making Newcomers Feel at Home

organisations that can offer support. This transparency fosters independence and self-advocacy among learners, enabling them to take charge of their educational experience.

Regular reflections, discussions, and evaluations are integral to the program, ensuring that tutors remain responsive to the changing needs of ākonga and our community. This feedback loop is essential for maintaining a responsive educational environment that prioritises the voices of all stakeholders. 2024 Ākonga Reflections

Collaborative sessions provide a platform for sharing insights, challenges, and successes, allowing for continuous improvement in teaching practices and learner support.

Staff members are also committed to being flexible with their hours, dedicating time to listen to ākonga and engage in meaningful discussions. This open-door policy encourages a culture of trust and respect, making learners feel valued and heard.

Staff have regular hui (meetings) where whakawhanaungatanga (connecting relationship building) is prioritised, time to reflect, share, problem solves and celebrate learning stories.

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)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Ākonga experience an inclusive learning environment where they are accepted, valued, respected, appreciated and connected with social and cultural networks. Ākonga are assisted to manage their physical and mental health and connected with support networks when needed. Policy and procedures are reviewed biannually, next review due 2025. A holistic approach using Te Whare Tapa Whā has been integrated into Central Otago REAP's Health, Wellbeing and Safety Policy. This has been introduced to staff at the beginning of 2024 along with PD for staff in regards to Te Ao and Te Reo Māori ongoing and integrated into Staff Hui and expectations. 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. 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.	Positive, informative, and reflective feedback from ākonga, whānau and staff through surveys, reflections, and discussions. (online survey) 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, ākonga are encouraged to seek support in other ways to help them on their life journey. Our rooms are safe,open, flexible, and inclusive. Our modern learning environment allows easy access for those that need it. Buildings meet local government requirements, wheel chair access from front and back entry points with automatic slow opening doors. Our caring reception staff provide support and knowledge for all who seek information, connecting them with the appropriate people/organisation. Our classes are small and flexible to meet the needs of the ākonga. Information for ākonga is clearly communicated and displayed on noticeboards, websites, and online

	New Chrome books purchased to support ākonga access to devices and digital learning environments.	learning platforms (Google Classroom used in Choices Adult ILN programme).
Outcome 4: Ākonga are safe and well	Data gathered through online and hardcopy evaluations offers the opportunity for ākonga to feedback with anonymity their evaluations of the course, their concerns, their suggestions, and their learning. 1:1 tutor/ākonga discussions are encouraged and part of the daily communications that inform the tutors of the needs and wants of the ākonga. Communication pathways are shared and clear with supporting flowcharts that support ākonga and staff with concerns and a process to follow for resolution.	Positive and informative feedback from ākonga, whānau and staff through surveys, reflections, and discussions. Programme attendance is high, students communicate via text/email if they are unable to attend. Ākonga move onto further learning or work opportunities. Ākonga feel supported and valued in their learning environment. Online survey (hard copy option if needed) feedback from ākonga. Informal discussions/feedback to staff and tutors. Tutors reflect, discuss feedback with their coordinator and plan future programs with this in mind to meet the needs of ākonga and community. Tutors reflect at completion of programme or termly reflecting, evaluating, sharing outcomes, impact, stories and reflecting on the four Code of practice outcomes. **Note**: there have been no critical incidents to date in 2024.

Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes
Outcome 1: A ākonga wellbeing and safety system	2023 reviewed Health, Safety and Wellness Policy has been shared with Staff and the appropriate PD integrated to tautoko(support) staff knowledge, understanding and confidence in its implementation. Providing a diverse range of opportunities for staff to build their confidence and knowledge of Te Ao and Te Reo Māori. Continue moving towards being Te Tiriti based partners using our REAP Aotearoa Framework.
Outcome 2: Ākonga voice	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. Staff hui – a component set to review how the process is going and offer ideas and support for improving ways to capture data (ākonga voice) Support/options for ākonga 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. Continue moving towards being Te Tiriti based partners using our REAP Aotearoa Framework.

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. Continue moving towards being Te Tiriti based partners using our REAP Aotearoa Framework.
Outcome 4: Ākonga are safe and well	Continue with the systems and reviews as required to ensure ākonga are safe and well. Continue moving towards being Te Tiriti based partners using our REAP Aotearoa Framework.