



WestREAP

“Te Arahou” – Building Pathways to Learning

Charter

Charter for : Westland Rural Education Activities Programme
Incorporated Society
PO Box 264
Hokitika

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Section 1:

Mission

West REAP Incorporated Society is a non-profit organisation based in Hokitika that promotes and provides lifelong learning opportunities in the Westland and Grey Districts across Early Childhood, Schools and Adult Community Education. Our delivery of programmes, resources, and services are based on fulfilling gaps in community learning through an ongoing extensive Needs Analysis process and the achievement of outcomes is targeted to areas not being serviced by other providers.

West REAP also works in collaboration with other providers and community groups to improve access to a range of quality learning initiatives for the community. The primary focus is to ensure learners are not restricted in their choice of educational opportunities because of barriers that are inherent in being rurally isolated.

Section 2:

Special Character

Our organisation serves a significant proportion of the West Coast community and has several unique features that assist in sustaining equitable access to educational programmes and training through maintaining a responsive and flexible approach. We seek to:

- foster a culture of learning at the grass roots level.
- take learning to the learner/community – specific areas spanning a geographical range from Haast to Otira and south of Punakaiki are targeted.
- provide a supportive and non-threatening learning environment.
- continue to broker partnerships and maintain strong links and regional networks with other providers including community groups, agencies, and organisations through a successfully proven collaborative approach.
- sustain our community co-ordinator roles in areas that are more rurally isolated or have little or no services. These staff members have strong links with their communities and play an important part in identifying needs and issues within their local communities, as well as improving equity of access and opportunities to educational initiatives through the delivery of programmes for all learners.

As a significant provider in remote, rural communities, our programmes and resources equip learners with knowledge and skills that allow them to make informed choices that can further motivate and encourage participation into other forms of career and learning including tertiary education.

West REAP's contribution to the achievement of the Tertiary Education's Strategy is linked to Strategy 3: Raise Foundation Skills so that all People can Participate in our Knowledge Society and Strategy 4: Develop the Skills New Zealanders need for our Knowledge Society.

Section 3:

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

West REAP's unique identity is in its ability to operate in a wide holistic delivery framework that encompasses a broad range of education initiatives which for a significant number of our learners is the entry point in the advancement of their learning experience. The benefits they gain, which can be derived from acquiring new skills in areas such as computer literacy, arts programmes, outdoor education, health, training in CV/interview preparation and job searching, can include increased self esteem and confidence thus setting the foundation pathways necessary to engage in further education and training. Participating adults experience increased confidence and personal development which can lead to further opportunities and increased community involvement including voluntary activities that contribute to civil engagement to the benefit of society.

By brokering and supporting an extensive range of learning opportunities, we assist in capacity building to help foster the raising of foundation education for participants with no formal qualifications or previous success in education. This facilitates and stimulates increased participation in education particularly for participants who have little, if any, access to a range of education options.

We contribute to New Zealand's social development by improving equitable access to entry level learning and bringing people together. Participation in our courses and activities assists in reducing social isolation.

Direct links with early childhood groups and organisations, and schools in our region and other providers, also improves opportunities for learners to increase their level of skills for participation in a knowledge society. Our contribution to New Zealand's economic development is through the provision of career information and resources and a Careers Roadshow held annually on the West Coast that showcases jobs and training opportunities for adults and young people.

West REAP supports cultural development by providing activities in Maori Arts, literacy and language programmes. An annual Kapa Haka festival is held which allows for further skill development within Maori cultural frameworks. Te Reo and Wananga assist in increasing skills for Maori and Non-Maori as well as enhancing cultural awareness.

Overall, West REAP's contribution to the achievement of the TES is linked to Strategy 4; where our strength is in providing equity of access and opportunity for all learners.

Section 4:

Contribution to The Tertiary Education System as a whole

West REAP's contribution to the Tertiary Education System is to build pathways to learning by:

- Providing quality learning initiatives and training opportunities for young people and adults in the community in response to emerging and changing identified needs.
- Improving access to information, educational resources and programmes to enhance awareness of learning options.
- Maintain the development and maintenance of critical networks.
- Increasing the level of participation in adult and community education fostering a culture of learning that raises their skill level and enhances the learner's aspirations and goals to encourage entry into other forms of tertiary education.
- Sustain key links with other providers, including schools, to provide specific resources that assists in stair casing REAP's learners to other forms of Tertiary education.

Our key alignment to the Tertiary Education Strategy is with Strategy 3: Raise Foundations Skills so that all People can participate in our Knowledge Society.

Section 5:

Approach to cooperation and collaboration with other tertiary education providers

West REAP works collaboratively with a large range of agencies, organisations and educational providers. The cooperation and collaboration is vital in the successful approach West REAP has in achieving our mission and supplying Education to the community.

- Tai Poutini- We share resources, tutors and communicate together to minimise duplication of programmes.
- Massey University – We are a resource and information base for Massey University to link into our community.
- Member of the ACE network- to assess what other providers are doing and determine whether we can brokerage with them and to minimise double ups of programmes.
- Member of Education West Coast - an initiative set up for Education providers to network.
- High School (CAP) Community Activities Programme with Grey High, Westland High and South Westland Area School. We liaise closely throughout the year to minimise duplication and to assist each other where possible.

We also have a significant number of collaborative partnerships with businesses and organisations to provide training for them on a needs basis.

Section 6:

Approach to fulfilling Treaty of Waitangi obligations

West REAP acknowledges Te Tiriti o Waitangi as a founding document of Aotearoa/ New Zealand. There is a commitment to encourage and enable Maori participation in the Education programmes and to aim for equitable access and outlines.

West REAP has provision for two board members representing the two local Iwi which we actively sort. We value their knowledge and information they can share regarding local issues and initiatives involving Maori.

West REAP staff are encouraged to have knowledge of the Treaty and to maintain professional development on it.

We maintain relationships with local Maori organisations and offer support and assistance with educational programmes where possible.

West REAP is committed to consultation and a consensus decision making model. A wide circulation of information enables full participation in decision making.

Funding for consultation is included in the budgets.

Section 7:

Approach to meeting the needs of Pacific peoples

West REAP recognises the need to identify Pacific Peoples on the West Coast (in our region) and provide equitable access to learning opportunities. There are only a small number of Pacific people in our area.

West REAP will work with local Pacific groups when identified to assist with their learning needs.

Section 8:

Approach to meeting the educational needs of learners

West REAP is committed to ongoing needs analysis to ensure we are delivering programs that the community wants. We have workers from South Westland through to the Grey Valley that are in touch with the community and its educational needs.

We supply an enriching, friendly and supportive learning environment. We acknowledge that with some of our participants this could be their first formal education they have received in a long time. We make it non threatening and use a range of tutoring approaches that are flexible to meet the participants needs.

We evaluate all programmes and ask for participant feed back with ten percent also being independently assessed.

The information received is then used to improve or modify the programme.

Section 9:

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

West REAP is committed to recruiting and developing staff that ensures we have the skills, knowledge, values and attributes to deliver our programmes and services in response to identified needs.

We achieve this by:

1. being a good employer who is committed to providing policies and procedures that are relevant and reflect EEO, and provides a safe and healthy work environment.
2. providing an effective Performance Management System which includes performance agreements, professional development, and appraisal assessments
3. Providing and budgeting for staff development and training initiatives and offering support systems for mentoring and encouraging self identified goals

Section 10:

Governance and management structure and principles

West REAP is an Incorporated Society with a Governing Board that in line with its Constitution comprises a group of 10 community members who hold positions that represent both geographical areas within our community as well as specific skills. Our Constitution identifies the Society's aims and objectives and authorises the election of Board members, outlines board meeting procedures, and describes how the business will be conducted. The Board meets every two months and their responsibilities include setting the strategic direction of our organisation and monitoring that the goals are being achieved in line with the Annual Plan. The Board regularly reviews all aspects of our operation, strategically, financially and has a policy review cycle in place to ensure policies are regularly reviewed and updated.

West REAP is managed by a Management Team consisting of three Team Leaders who are responsible for the day-to-day requirements including policy development, setting of budgets and monitoring of financial performance, staffing, programme management and ensuring that accountability requirements, including contractual obligations, are being met.

West REAP is financially audited annually by BDO Spicers, and is also audited on its service delivery performance.

Section 11:

Consultation undertaken in preparation of this Charter

West REAP consulted with internal and external stakeholders in the development of our Charter, and took their views into account. The attached consultation report describes the consultation process and its outcomes.

Summary of consultation process

The following is a summary of the consultation process we followed while developing our Charter, and the outcomes of the process.

1. We placed an advertisement in the Greymouth Evening Star and the West Coast Times, listing the stakeholders in West REAP.

- Board and Staff of West REAP
- Grey High School Community Activities Programmes (CAPs)
- Westland High School CAPs
- South Westland Area School CAPs
- Westland District Council
- Westland Safer Community Council
- Education West Coast
- Karoro Adult Learning Centre
- Tai Poutini Polytechnic
- Buller REAP
- Course Participants
- Plunket Society Westland Area
- Buller Westland Play Centre Association
- Greymouth District Council

This met the requirements of section 1590 of the Education (Tertiary Reform) Amendment Act 2002.

2. We sent draft copies of our Charter to specific stakeholders and asked them to comment on it. Others were able to collect a copy from West REAP for their viewing.
3. We sent copies of our draft Charter to West REAP's two Board Maori representatives asking them to consult with their local Iwi on the contents of the Charter.
4. We phoned some representatives of our stakeholders list and informed them about the role of our Charter and asked for their views on the draft document.
5. As a result of our consultation process no significant changes were made to the Charter.
6. We provided our stakeholders with a copy of the Charter as sent to the Tertiary Education Commission.