Literacy Aotearoa Code of Practice Self-Review 2024

General Information

TEO Name	Literacy Aotearoa Charitable Trust	MOE Number: 6658
Code Contact:	Lynn Cumming	National Outcomes Coordinator lynnc.192@literacy.org.nz

Enrolments 2024 to date:	International Learner places	0	18-24 Years	N/A
			Over 24 years	N/A
	Domestic Learner places	6318	18-24 Years	1642
			Over 24 years	4676

Implementation Steps

Early stages of implementation	Developing implementation	Implemented	Well-implemented
Implementation of the Code has not yet started or requires significant work	Implementation of the Code is underway, yet requires further work	The Code is implemented	The Code is well-implemented
• No or limited understanding of Code outcomes and requirements across the organisation. • No or limited perspectives sought. Practices to reflect learner voice non-existent or underway. • No or limited consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • No or limited practices in place to monitor against all Code outcomes and requirements. • No or limited reporting processes from self-review.	• Some understanding of Code outcomes and requirements across the organisation. • Some perspectives sought, including adequate practices, to reflect learner voice. • Some consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • Some practices in place to monitor against all Code outcomes and requirements. • Adequate reporting processes from self-review.	• Sufficient understanding of Code outcomes and requirements across the organisation. • Multiple perspectives sought, including sound practices, to reflect student voice. • Good consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • Relevant practices in place to monitor against all Code outcomes and requirements. • Effective reporting processes from self-review.	• Thorough understanding of Code outcomes and requirements across the organisation. • Diverse range of multiple perspectives sought, including robust practices, to reflect learner voice. • Full consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • Well-established practices in place to monitor against all Code outcomes and requirements. • Highly effective reporting processes from self-review.

Stage of Implementation for Outcomes 1-4

Literacy Aotearoa continues to review its practices, policies and procedures.

In 2024, we conducted a health, safety and accessibility audit and the findings were used to determine the next steps in our transformation project.

We are confident that our practice comfortably sits within the 'Implemented' stage with our plans, projects and processes established as best practice activities. With further development planned in 2025.

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

	Rating
Outcome 1: A learner well-being and safety system	Implemented
Outcome 2: Learner voice	Implemented

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Implemented
Outcome 4: Learners are safe and well	Implemented

Summary of performance review under each outcome

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

Outcome	Summary	How we know
1 **Learner well-being and safety system**	Learner well-being and safety are written into our Learner Engagement Processes. Processes are continually reviewed and updated to ensure currency.	**Enrolment** Learners are taken through the terms and conditions of their enrolment which include, - Privacy. - Use of learner work, images and videos (An additional document is used to give this authority as required). - Code of Conduct. Learner supports and accommodations are discussed during the INA to ensure maximum accessibility.
	Learners cannot be enrolled on programmes by third parties. Learners are part of the initial conversations about their learning and support needs and are not enrolled on programmes unless they agree that the programme is right for them.	**Initial Needs Assessment** - Learner signs the programme match to state that they are attending the programme of their own free will. - Learning needs and additional supports are determined and steps are put in place to accommodate this (speech to text etc).
	Learners work through goal setting processes that identify pathway learning. Programmes are tailored for individual success. Goals and ILPs are set out in accordance with the values, mission and kaupapa of Literacy Aotearoa that honours Te Tiriti o Waitangi.	**Goals and Learning Plans** The Individual Learning Plan is a working document revisited in every tuition session. Manaaki Tangata and Tino Rangatiratanga are implemented as part of the goal setting process. - Learners set goals based on their individual needs. - Mid Programme Review is completed by the learner, learner voice is central here. Learners have an opportunity to raise any concerns or improvements to their courses. - Learners keep records of individual learning each session. - Learners rate the programme and their satisfaction with the programme meeting their needs.
	Attendance records are kept.	**Session Records** Observations are recorded about classroom dynamics and pertinent moments where learners were affected or disaffected by teaching points or activities.

	All learners give mid-programme feedback about their learning progress and the programme.	**Registers** Learner attendance is monitored for retention, withdrawal, patterns and trends. **Learner Evaluation** A confidential document that is not sighted by the tutor. Any identified cause for concern or celebration is addressed by the Site Coordinator. If there is a need to escalate, the Cluster Manager addresses this with the learner and the tutor. **Flexible Communication** Learners access multiple communication channels based on what is agreed by the individual/or their cohort, this can be WhatsApp, text, or Messenger. Tutors keep in touch and send lesson reminders to learners. Learners use this to confirm attendance for upcoming classes.
	Complaints are promptly reported function team leader, who instigates the complaints procedure. Issues that require contact with the learner's emergency contact are handled promptly.	**Video Learning Platforms** Teams and Google Classroom enable learners to stay in touch with their peers and tutors. All programme documents are stored here so that learners have easy access. **Documentation** Key documents have been collaboratively developed that provide learners and stakeholders with the opportunity to understand Literacy Aotearoa support mechanisms. The Learner Success Plan, Disability Action Plan and Investment Plan have all been developed with learner wellbeing and safety as a central consideration.
	Learner well-being and safety practices and strategic goals are reviewed annually. Training workshops are provided as planned.	Policies and procedures support learner/stakeholder safety and well-being and provide clear pathways for addressing concerns as they occur. Policies are currently under review in accordance with continuous improvement and currency. **Health & Safety Committee** The committee meets each month, and all risks and incidents are reported, recorded and mitigated on a case-by-case basis. Each Cluster has a trained H&S representative who heightens awareness of safety practices across the cluster.

Update:

1. Based on learner and staff feedback the Learner Engagement Process was updated January 2024 to reflect feedback from learners and staff. All documentation has been rewritten in plain English making it more accessible for learners.
2. All delivery sites have been audited using our H&S checklist for appropriate signage, first aid equipment, smoke detectors etc.
3. Trained first aiders have been identified with plans for further training so that a trained first aider is present at each delivery site.

Outcome	Summary	How we know
2 **Learner voice**	Activities that build and maintain effective relationships with diverse learners and their communities are conducted.	Learner agency underpins all of our work. Literacy Aotearoa fosters whanaungatanga and manaakitanga, from the initial contact through to programme completion. The learner-tutor-learner-site staff relationship is formed at the very first point of contact during a one-to-one conversation that identifies learning and support needs, the relationship is consciously maintained throughout the learner journey. Learners are supported, monitored and provided with every opportunity to speak about their lived experience of programmes and how they are supported in their learning. Individual Learning Plans are developed with each learner. The stepped-out plan considers the learner's aims, targets, life experiences and strengths, aspirations, family and community need and potential barriers to learning. Flexible delivery modes and Modular programmes allow bespoke learning that meets the needs of individuals. Programmes are developed in accordance with a framework that is responsive to the different needs of our target groups. Targeted culturally responsive learning approaches are embedded into programmes, and tutors use high-impact teaching strategies that are in line with the Principles of Universal Design for Learning. Literacy Aotearoa maintains a formal complaint register to ensure that complaints are addressed and resolved promptly. Self-assessment is embedded into all of our processes and activities and places learners and their communities at its centre. Our learners and stakeholders are valued and our collaborative approach is captured and evidenced in our TEC Investment Plan, our Learner Success Plan and our Disability Action Plan.
	We work with learners to create an environment that promotes learner agency and allows learners to voice concerns and give feedback that is valued. Feedback is sought from all learners to ensure their voice is captured.	
	We work with learners and their communities to develop, review and improve plans and practices for learner wellbeing and safety.	
	Complaints framework and processes, both internally and externally are clear and accessible to learners. Effectively respond to and process complaints	
	Alternative tuition methods are adopted when life and family commitments prevent learners from attending face-to-face.	
	Pastoral care is provided as standard practice. Learners can bring family members with them during the enrolment process and during classes when required. Learners are provided with food as required. Learners are supported to access community agency support as required.	
	Literacy Aotearoa undertakes self-review activities in the form of a continuous improvement cycle. This includes auditing our practice against the Tertiary Evaluation Indicators, recording our findings and actioning activities that enhance and refine our practice in the pursuit of excellence.	

Update:

1. In 2024, Literacy Aotearoa has updated its review processes to further reflect Learner Voice.
2. For 2025, we have added new measures to learner feedback documentation. Each month, these are reported to the Programme Committee who review measures with the aim of monitoring and evaluating our practice.

Wellbeing and safety practices for all tertiary providers

Outcome	Summary	How we know
3 **Safe, inclusive, supportive, and accessible physical and digital learning environments**	Policies and procedures facilitate a safe and inclusive learning environment for all learners.	The Literacy Aotearoa Learner Success Plan (LSP) has delegated areas of responsibility that map learner success. This is reviewed and updated every six months. The LSP prioritises improvement for our target groups, identified as underserved by the education system, including Māori, Pasifika, Youth, Disabled learners and Māori disabled learners and Women. Literacy Aotearoa is committed to Te Tiriti o Waitangi. In practice, for Literacy Aotearoa, this means that Tiriti values and principles of mutual respect are embedded in all of our programmes, policies and practices and also reflected in the overall culture of the organisation. These practices are evidenced and documented in our programme development framework, Learner Success Plan and Disability Action Plan.
	Manaaki Tangata is fostered in all learning environments learners can raise issues about the environment and their learning in a culturally safe manner.	Literacy Aotearoa fosters Whakawhanaungatanga and ongoing pastoral support for all learners throughout their learning journey. Induvial Learning Plans ensure that all learners are given support and guidance concerning their chosen pathway.
	Feedback and learner pathway advice are given for study and employment opportunities.	Data collected from Value Statements and the Satisfaction Scale confirm that Literacy Aotearoa promotes a safe, inclusive, supportive and accessible learning environment.
	Staff are trained to understand Health and Safety risks, specifically relating to Food Safety and kitchen hazards to ensure learner safety.	Literacy Aotearoa programmes are flexible and tailored to the individual learners, cohorts, workplaces and community and stakeholder need.
	Learner retention and achievement are monitored and follow-up up conducted with learners who indicate.	We provide transport where possible and food is always available at our delivery sites. All programmes are at no cost to the learner.

	Sites adhere to NZQA site approval standards including disability access standards. An accessible journey is planned across all sites and is reviewed regularly	Literacy Aotearoa ensures that: All delivery sites have up-to-date devices. Learners have access to digital devices and assistive tools. Learners are provided with Chromebooks for the duration of their programme, enabling reach to those learners in rural communities where accessibility is a factor. Assistive technologies are available on all devices. Learners are taught to access assistive technology on their own devices. Digital practices will be further integrated into delivery with the introduction of a Learner Portal and Moodle for content delivery. Real-time data provision for learners to access their information relating to course completions and progress. Online, real-time delivery and support. Cyber safety and wellbeing are prioritised with US 33242 outcomes embedded into all programmes that are delivered online. Digital learning reflects the LSP and DAP.

Update:

1. In 2024, Literacy Aotearoa provided all delivery sites with CPens to support learners with Dyslexia to manage their learning.
2. Literacy Aotearoa has made a significant investment in a new Learner Portal which will capture data from learners at multiple stages of their journey allowing us to be more responsive to feedback and in monitoring and adjusting our practice.
3. In 2025, Literacy Aotearoa will make all programmes accessible on Moodle.
4. In 2024, the health and safety policy has been updated. A whole organisation safety audit is in process that first considers the physical risks where all delivery sites hold emergency plans that cover fire, earthquake, flooding, landslide, tsunami, lockdown etc.

Outcome	Summary	How we know
4 **Learners are safe and well**	Learners are supported to identify and manage their basic needs, including accommodation, food and clothing, as well as how to maintain a healthy lifestyle.	Literacy Aotearoa has several support mechanisms built into its Learner Engagement Processes. These ensure that pastoral care follows a holistic approach in line with Tino Rangatiratanga and Manaaki Tangata practices.
	Opportunities are available for learners to include learning that supports physical and mental health.	We apply multiple culturally appropriate, andragogical learning approaches to all tuition ensuring that barriers are minimalised and that learners are placed at the centre.
	Learners are encouraged to raise health and safety or access issues that affect them or their peers. The response is proactive and effectively supports well-being and at-risk learners.	All programmes are underpinned by well-being models of Te Whare Tapa Wha, Fono Fale and Te Pae Mahutonga.
	Learners are supported to access community services that support physical and mental health and well-being.	Assistive technologies are provided where possible, and Chromebooks have text-to-speech recognition apps. Physical access barriers are eliminated where possible with adaptations and upgrades to buildings and classrooms where possible.
	Access and learning supports are identified during the enrolment process and arrangements are made to accommodate these during the Initial Needs Assessment	Learner records are confidential and kept up to date when learners re-enrol.
	Learners' nominated contacts are identified during enrolment and these are informed of issues arising with the learner's permission when appropriate. Policies and procedures facilitate a safe and inclusive learning environment for all learners.	Policies and procedures support learner/stakeholder safety and well-being and provide clear pathways for addressing concerns as they occur. Policies are currently under review in accordance with continuous improvement and currency.
	Health and Safety risks are managed at the site and national level. Hazards, near misses, and incidents are reported.	Sites are reviewed annually to check for health and safety requirements, as well as all incidents reported via Employment Hero. All Incident Reports are visible to ELT and reported to Te Koruru (aggregated), with follow-up actions and mitigations recorded.

Update:

1. Since conducting an H&S review, hazards, near misses and incident reporting have increased demonstrating an organisation-wide heightened awareness. As a result, our people and learners are safer in the learning environment.
2. The Health and Safety Policy has been updated.

Gap Analysis

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

Outcome	Identified gaps in compliance with key required processes
1 **A learner well-being and safety system**	Add new metrics to learner LEP to capture data for review and improvement.
2 **Learner voice**	Add new metrics to learner LEP to capture data for review and improvement.

Wellbeing and safety practices for all tertiary providers

Outcome	Identified gaps in compliance with key required processes
3 **Safe, inclusive, supportive, and accessible physical and digital learning environments**	Add new metrics to learner LEP to capture data for review and improvement.
4 **Learners are safe and well**	Add new metrics to learner LEP to capture data for review and improvement.