


REAP Wairarapa Strategic Direction 2021 to 2023

WHY:	HOW we operate:	WHAT we do:	Our Strategic Priorities
REAP Wairarapa has a vision of a future in which:	REAP Wairarapa believes in:	REAP Wairarapa:	
<p style="text-align: center;"> <small>RATO AKORANGA Ā ROHE</small>  REAP <small>WAIRARAPA</small> </p> <p>Wairarapa communities have the right to quality education that continues throughout life to grow their knowledge, skills, adaptability and resilience</p>	<ul style="list-style-type: none"> the principles of participation, partnership and protection required by te Tiriti o Waitangi equity of outcomes for learners empowering individuals to become stronger and more self-sufficient meeting the needs of individuals and communities who have been previously unsuccessful in the formal education system community led development that grows future-focused capacity, skills and knowledge only providing learning programs that are fit for purpose and responsive to the individual needs, backgrounds and prior learning of the learners complementing and collaborating with other organisations and providers to build networks and partnerships that strengthen community led development through on-going learning ensuring that we have a strong professional organisation capable of appropriately making a positive difference in our community 	<ul style="list-style-type: none"> undertakes constant community contact to understand unmet learning needs promotes and supports learning programs designed to ensure that every child in Wairarapa enters the formal education system ready and able to learn provides examples of pathways to success for students and adult provides, promotes and supports learning programs in life skills such as essential literacies, employability, and parenting provides and supports complementary learning opportunities across early childhood, school-aged, and adult communities supports and partners with other organisations and groups, including schools and teachers, to build their capacity and capability to better meet the needs of their clients builds strong relationships with stakeholders to ensure our role and capability is well understood 	<p>Foundational Learning / oral language</p> <ul style="list-style-type: none"> Young children have better oral language skills More parents/caregivers with better knowledge of how to support their children to be great future learners and members of society Educators have good oral language teaching skills No break in learning progress for children More educators have excellent language teaching skills <p>Hauora and looking after our people</p> <ul style="list-style-type: none"> Base our thinking on the Whare Tapa Whā model Students leave schools with a positive sense of belonging and identity Adults in families with children will have better parenting skills Our community education staff focus on those that most need our support Adults have better literacy to enable them to more effectively participate in society <p>Rangatahi and work</p> <ul style="list-style-type: none"> More adults are driving on appropriate licences Adults have the skills they need to be good employees or where appropriate, good employers

- Young children have better oral language skills
 - More parents/caregivers with better knowledge of how to support their children to be great future learners
 - Educators have good oral language teaching skills
 - No break in learning progress for children
 - Students leave schools with
 - a positive sense of belonging and identity, and
 - good literacy and numeracy skills, so that they are well prepared for
 - o further study (life skills)
 - o employment (employability and life skills)
 - Children identify with local successful role models
 - More educators have excellent language teaching skills
 - More teachers and students with a positive view of maths, and an understanding of the everyday importance of maths
 - More teachers and students with deeper knowledge and understanding of science and scientific method, and how they help us understand the real world
 - Secondary schools are aware of alternative ways of successfully operating that focuses on modern teaching practices
 - Students and adults have access to internet, a useful digital device to connect with and the skill to successfully use it safely
 - Adults have better literacy to enable them to more effectively participate in society
 - More adults are driving on appropriate licences
 - Adults have the skills they need to be good employees or where appropriate, good employers
 - Adults in families with children will have better parenting skills
 - Our community education staff focus on those that most need our support
- Our programmes are more responsive to participants' expressed needs and help them to understand a rapidly changing world

Love the idea of planning with the Nga Tapa Wha lens

We thought it would be good to assign board members to strategic initiatives so that they can champion them at a governance level.

Subcommittees for our board

- Foundational learning/oral language - Tim and Ana
- Hauora and looking after our People - Gill and Jean
- Rangatahi and work - Joe and Janine

Yet to place Pattie and new board member

Other specific committees

- funding committee to look at other options of sustainable funding - Pattie and...
- Succession planning for key staff - Janine and ...?