



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**

Self-review Toolkit for Tertiary Education Providers

Tool E: self-review report template

The Education (Pastoral Care of
Tertiary and International Learners)
Code of Practice 2021

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

If your organisation does not provide student accommodation and/or is not a Code signatory, **remove the parts** in this tool relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12)**.

TEO information

TEO Name	Taranaki Educare Training Trust			MoE number	8360
Code contact	Name	Donna Ertel		Job title	General Manager
	Email	donn@educaretraining.ac.nz		Phone number	06 758 4115
Current enrolments	Domestic learners	Total #	88	18 y/o or older	68
				Under 18 y/o	20
	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)	<i>DM Ertel</i>				

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>Educare has strategic goals and plans in place to support our trainees with their wellbeing and safety. All staff and trainees are involved in the strategic plan and goals, and reviews continuously. Through weekly feedback from staff, other trainees and practicum supervisors (in regard to the trainee’s health and wellbeing), we evaluate and make changes to emerging concerns and discuss how we respond to new issues and/or situations as they arise. By doing this we know that our systems are current and transparent and relevant. We update the list of services that include the appropriate social, medical and mental health services make sure that the list is available for staff and trainees. Educare endeavours to respond effectively to emergency situations to support our trainees, to keep the practicum and children safe, and to ensure both staff and trainees know what to do in an event of an emergency.</p> <p>This is done through the interview process, for week induction, throughout their learning – including guest speakers from the community, stakeholder feedback through weekly contact and annual surveys, meetings, continually updating the pastoral care file, regular surveys from trainees and stakeholders and by going through the Code of Conduct and the Trainee wellbeing and safety strategic goals and plan</p>	<ul style="list-style-type: none"> • Interview form • Code of Conduct • IQualify feedback after induction (Code of Conduct) • Teaching overview • Minutes – agenda template; daily and quarterly meetings and planning, reflective teaching practice and one on ones • Trust meetings - Agenda • Pastoral Care file • Surveys from trainees and stakeholders • Trainee wellbeing and safety strategic goals and strategic goals and strategic plan • Publication – induction – physical handouts, training room walls – posters, IQualify videos and posters, Inservice training (overview), and on website • Staff appraisals – staff training review • Business plan – goals for programme and staff training • Staff Code of Conduct • Personal Schedules • QMS – system for review • Health and Safety manual • List of services

	<p>with the trainees and staff each term. Open feedback is encouraged through the one on ones and through feedback on IQualify.</p> <p>Educare Training 'Trainee wellbeing and safety strategic goals and plan', and the Code of Practices are publicised through many avenues, including NZQA resources including print, electronic, discussion and participation. Ongoing training and resources are available to all staff so that we are all equipped to handle a variety of situations. The 'Staff Code of Conduct' is updated as required to ensure staff are abiding to appropriate behaviour within their role; safe health and mental health literacy and support, appropriate cultural competencies, acceptance of diverse trainee groups, racism, discrimination, and bullying.</p>	
<p>Outcome 2: Learner voice</p>	<p>Educare will proactively build and maintain effective relationships with diverse learner groups within this organisation and work with diverse learners and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans and practices. We provide formal and informal processes for actively hearing, engaging with, and developing the diverse range of learner voices and those of their communities; and provide timely and accessible resources to learners to support them and their learner communities to develop the necessary skills to enable them to participate fully in decision making processes. We will also provide timely and accessible information to learners to increase transparency of providers' decision-making processes.</p> <p>Educare effectively builds relationships with the trainees from the very beginning right through to the end of their study so</p>	<ul style="list-style-type: none"> • Interview form • Trainee evaluations; entry review, module evaluations, end of year evaluations • *New feedback on IQualify each term • Completions • Retention • Pastoral care overview • Daily and planning day minutes (from daily and quarterly meetings, reflective teaching practice – including one on ones, and weekly contact and 3 weekly visits with stakeholders). Discussions of what to do next for all trainees is brainstormed with the team and monitored. • QMS • Health and Safety Manual • Code of Conduct

	<p>that we are responding to each trainee and listening to their voice so we can appropriately meet their needs.</p> <p>There is a comprehensive complaint procedure, dispute resolution inclusive of mediation is in the QMS. This information is given to the trainees each term through the Code of Conduct and the Code of Practice posters and videos.</p>	<ul style="list-style-type: none">• Code of Practice posters
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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>We foster safe and inclusive learning environments designed to support positive learning experiences of our diverse trainee groups. We do this by having practices for reducing harm to trainees and staff to recognise and respond effectively to discrimination, racism (including systemic racism), bullying, harassment and abuse. We also do this by providing to all of our trainees information about the support available to them. We ensure we provide trainees with accessible learning environments so their experiences, including teaching environment ensures that they can connect with others, build relationships, support each other, and welcome their friends, families, and whānau.</p> <p>We will do this by providing all trainees the opportunity to participate and share their views from the time they come to Educare, right throughout their learning. We will help them build relationships, feel safe to discuss their spiritual and culture views by having networks to support them. Te Reo Māori & Tikanga Māori is a very strong component of Educare’s philosophy and learning. We believe that every trainee should be proud to share their identity and culture, and at Educare we celebrate these</p> <p>This is done from the very beginning, the interview process, Powhiri and significant days such as sharing of their own culture, induction and the Code of Conduct, through their learning (including guest speakers, Marae visit, FISH</p>	<ul style="list-style-type: none"> • I Interview form • Overview of module (powhiri) • Code of Conduct • Trainee evaluations; entry review, module evaluations, end of year evaluations • *New feedback on IQualify each term • Completions • Retention • Pastoral care overview/individual file • Daily and planning day minutes (from daily and quarterly meetings, reflective teaching practice – including one on ones, and weekly contact and 3 weekly visits with stakeholders). Discussions of what to do next for all trainees is brainstormed with the team and monitored. • QMS • Health and Safety Manual • Code of Practice posters • List of support services

	<p>philosophy, Virtues project, group culture, team based learning, etc). We also do this with guidance from the practicum support, staff support, community support and through reflection and planning, particularly through one on ones. Assess to agencies. Reflection and planning is daily, weekly and quarterly, and annually. Educare provides healthy and safe learning environments. We will do this by working as a team to identify and where possible remove barriers to our facilities and services which will include involving the trainees and Maori in the design of their physical and digital environments when appropriate. We will do this by providing all trainees of all cultures the opportunity to participate and share their views on how they feel their environment should be set up. This covers both their workshops and work experience (practicum).</p>	
<p>Outcome 4: Learners are safe and well</p>	<p>We have practices for enabling all trainees and prospective trainees to identify and manage their basic needs (the essential material requirements to support wellbeing and safety including housing, food and clothing), this includes;</p> <ul style="list-style-type: none"> - having access to support at Educare and knowledge of community and public services to help them keep well and safe. - Checking with the trainee and support person to ensure that the trainee has a safe 'home' environment ('home' means outside of Educare) - Access to healthy food options. <p>This is done on their first day through the Code of Conduct/ health and wellbeing workshop. This also includes a list of community/public services that may be able to help them, and who to go to for help at Educare. We offer healthy food, e.g.</p>	<ul style="list-style-type: none"> • I Interview form • Overview of module (powhiri) • Code of Conduct • Trainee evaluations; entry review, module evaluations, end of year evaluations • *New feedback on IQualify each term • Completions • Retention • Pastoral care overview/individual file • Daily and planning day minutes (from daily and quarterly meetings, reflective teaching practice – including one on ones, and weekly contact and 3 weekly visits with stakeholders). Discussions of what to do next for all trainees is brainstormed with the team and

	<p>fruit daily. We encourage shorter workshops and get the learners to move more so that they are not sitting in front of computers for too long. Through one on ones, support from their supervisor is available for them each week, to discuss any issues that they may have. We work hard to access medical and mental health services as required. We proactively monitor each individual's health and wellbeing through daily meetings, which are minuted. The pastoral care/individual plan is updated accordingly so that the whole team can access this information, particularly if the learner is need of help urgently, and the supervisor working with them is unavailable.</p>	<p>monitored.</p> <ul style="list-style-type: none">• QMS• Health and Safety Manual• Code of Practice posters• List of support services
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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	We now have a system whereby we review the Learner wellbeing and safety system, section by section, each term break.
Outcome 2: Learner voice	We've updated our pastoral care format to inform us better, along with minuted meetings.

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	Every time we deal with a situation, we discuss how this can be done better. We continually work very hard to ensure that accessible physical and digital learning environments are available. This is within our agenda each planning day.
Outcome 4: Learners are safe and well	Educare's Pastoral care is about learners being safe and well and reviewed daily and at quarterly plan days. This is available for tutors to access and update continually to keep us informed to enable safety and best practice for our learners.

Summary of action plan

Include information on how actions will be monitored for implementation and success.

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system					As per our 2023 EER (category One), these systems are in place
Outcome 2: Learner voice					As per our 2023 EER (category One), these systems are in place

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments					As per our 2023 EER (category One), these systems are in place
Outcome 4: Learners are safe and well					As per our 2023 EER (category One), these systems are in place

