2024 Code Self-Review

9749

Kershaw Training Enterprises

Executive Summary

Our Mission:

Whakaako he whakamana

Educate to empower

Our Vision:

is to transform the lives of our students, their whanau and communities through education

Our Core Values:

Whanaungatanga, Manaakitanga, Kotahitanga and Pono

Purpose:

This self-review provides an assessment of our current practices, progress, and ongoing improvements in learner wellbeing and safety. It reflects a whole-of-provider approach aligned with the principles of Te Tiriti o Waitangi, emphasizing a learner-centered strategy that supports physical, mental, and academic wellbeing.

Key Achievements:

- Proactive Monitoring: Well-implemented feedback loops allow timely responses to student needs, ensuring continuous improvement in wellbeing and safety practices.
- Embedded Māori Values: Core values like Manaakitanga and Whanaungatanga are woven throughout policies and procedures, fostering an environment of respect and support for all learners.
- Professional Development: Ongoing training for staff on topics like trauma-informed practice, mental health, and Te Tiriti o Waitangi ensures our team is equipped to support diverse learner needs.

Areas for Ongoing Development:

- Enhanced Learner Voice: Expanding feedback channels and roles (like class presidents and foreman roles) to capture a wider range of perspectives.
- Improved Incident Reporting: Implementation of Bright HR aims to streamline incident reporting for faster responses to health and safety concerns.
- Inclusive Spaces: Continued focus on accessibility improvements to physical and digital environments for all learners.

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

Outcome 1: A learner wellbeing and safety system

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Stage of implementation for outcome	Well implemented / Implemented / Developing implementation / Early implementation

Process: Strategic goals and strategic plans

KEQ	**How effectively?**	**How do we know?**	**How can we improve?**
How effectively do we work proactively with our learners and stakeholders in the development and review of our learner wellbeing and safety strategic goals and strategic plans?	Implemented	• Student Feedback • Whanau Feedback • Stakeholder Feedback • Advisory Boards • Programme Review • NZQA Audit Document Core values are at the centre of our Policy and Procedures: Manaakitanga and Whanaugnatanga are embedded	Enhanced outreach to whanau for proactive feedback Increased learner participation in course evaluations

		in our safety and wellbeing practices. Feedback from whanau and Stakeholders allow the organization to see if we are relevant to industries and whanau needs. Feedback combined with policy and procedures, enables the organization to provide and maintain safe learning and communal environments and facilities. Policy and procedure have been focused on programme development and review which is then incorporated into the organization's strategic goals and plans.	

Process: Self-review of learner wellbeing and safety practices

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we review the effectiveness of our learner wellbeing and safety practices?	Well implemented	• Student Feedback • Whanau Feedback • Community Feedback • Staff Meeting • Management Meetings • Open door policy • NZQA Audit Document • Te Tiriti O Waitangi In house PD on QMS • Increase understanding of our policy and procedures to ensure the focus is on the learner Staff and Management meetings are based on KEQ - learner centred approach	Continue to implement pastoral care policy and procedure. Integrate student-led input in reviews Increase visibility of feedback outcomes to students and staff

		Meeting minutes show student wellbeing, achievement, progress with actions following. Each meeting staff are able to report on any follow up action or ongoing action that a student may need.	

Process: Publication requirements

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?	Implemented	This document is available in print form in head office. 2023 Code Publication - delayed due to change in IT 2024 Code will to be published once attestation has been submitted	New IT personal contracted to ensure all publications are up to date and meet compliance to Code and Audit needs Develop a proactive schedule for Code publication updates

Process: Responsive wellbeing and safety systems

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we gather and communicate relevant information across our organisation to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and quickly connect them to appropriate support services?	Well implemented	• QMS • Student Feedback • Whanau Feedback • Stakeholder Feedback • Staff Meeting and Minutes	In 2024 we included in house counselling services that we were available to all students and staff. This service was introduced to students, whanau and

		Manaakitanga is a key part to supporting our student well-being with care and respect. Student support and guidance policy and procedures for academic support, pastoral care, health and safety, travel subsidy, career pathway, literacy and numeracy support, learners with disabilities, formative reporting. All feedback is gathered and presented in monthly staff meetings, discussed, solutions and implementation of solutions Tutors are equipped with a list of community and government services that can support students in maintaining their wellbeing - posted in common areas, classrooms and offices.	support teams in the initial interview process, permission was discussed and granted prior to students starting. Group sessions were included in our ILN program to increase student awareness and create connections with our Counsellor. Support services include: • Family Planning • Counselling • Recruitment Agencies • Emergency Housing Agencies • Suicide Prevention • TWOA Youth Services We continue to do visits with providers such as: • WINTEC • NZMA

		Students are encouraged to speak with staff if they have needs or they may access the list of services themselves.	• ATC Visits with other tertiary providers is included in pathway planning and creates awareness of what is available to students post KTE. It also introduces and creates familiarity with students to foster that pastoral care between new and old providers.
How effectively do we provide our staff with ongoing training and resources tailored to their roles in the organisation in relation to the topics required by this process?	Implemented and ongoing development	• Professional Development • Staff Meeting minutes • Management Meeting minutes Professional Development is a key process for our staff in order to ensure they have the	Enhance training for staff on identifying wellbeing concerns In 2024 PD courses included Mental Health and Wellbeing PD Courses include: • Ako • Ministry of Education – Trauma Informed

		right training and experience to cover a wide range of topics. Staff submit and undergo annual reviews and from here training is based on feedback from that review. Topics can range from educational professional development such as numeracy and literacy to understanding and being better equipped for learners with disabilities. Professional development in areas such as mental health is an area of development. Staff are equipped with a list of community and government services that can support students in maintaining their wellbeing.	Practice and Safety Plans Onsite Counsellor • As previously stated a counsellor was bought into KTE for staff and students This allowed staff to be able to have real time advice and assistance with any issues.

		We work closely with a number of services as previously stated to ensure we are able to assist with any issues that may arise.	
How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?	Well implemented	• Staff Meeting Minutes • Learner File folders Minutes and learner file notes will show our response during any emergency situation. Upon enrolment learners and any support services they are with are recorded and established for possible emergency situations. Staff are equipped with First Aid training, contact numbers of whanau and support services	Onsite Counsellor Contact lists in all offices, classrooms and common areas for students to have access to Health Services, youth services and helplines.

How effectively do we record, and report information on critical incidents and emergencies at our organisation to the relevant stakeholders?	Well implemented	• Staff Meeting Minutes • Learner File folders Communication with all relevant stakeholders is key to ensure the best possible care and support is given. Minutes and learner file notes will show our response during any emergency situation. Upon enrolment learners and any support services they are with are recorded and established for possible emergency situations. Staff are equipped with First Aid training, contact numbers of whanau and support services. Management is alerted instantly for any emergency situation	On going development: • KTE purchased Bright HR for Health and Safety • This includes faster response times in incident reports and near misses if needed • While this is still new and training is ongoing we also have incident reports available in hard copy form and online for staff to complete • New health and safety practices are always being developed for students and staff Implement drills/training for both students and staff

			Regularly update emergency contact information and procedures

Overall self-review - Outcome 1: A learner wellbeing and safety system

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners?	Well implemented	• QMS • Student Support and Guidance policy and procedures • Program Review • Advisory Board • Providers and Services The organization's mission, vision and core values are strongly implanted throughout policy and procedure and everyday learning. Whanaungatanga Kotahitanga	Continue to seek feedback from students, whanau and stakeholders to ensure we are equipping our learners with knowledge, skill and relevance.

		Manakitanga Pono These are all values embedded into the organization and programs Literacy and Numeracy is based upon Whare Tapa Wha (Maori health model). Modules are split into 2 areas that allow the program to focus on the "overall health and wellbeing" while in an educational environment. • Who Am I? • Where Am I Going? As previously stated we also include the use of other providers and programs to come in and present, speak,	

		share and introduce what is available to help them. e.g. Family planning, budgeting, employment agencies, suicide prevention, Waahi Whaanui and more. Security – House rules and regulations include processors for having visitors at sites, non-acceptable behaviour. There is an expectation that a staff member will always be onsite. H&S policies and procedures as already identified.	
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Implemented with ongoing development	• Student Feedback • Whanau Feedback • Stakeholder Feedback • Staff Meeting and Minutes	Working on implementing this into ILN – working around shorter intakes, wide and diverse learner range.

		• Open Door policy • Induction Process Students can be quite shy about giving feedback and having input into their learning. Group discussion strategy will be used across programmes to overcome this. Written feedback forms are also available. Tutor selects and invites students to participate in advisory meetings. BCATS implement Foreman Role for students during all projects. This student can volunteer or be nominated by peers. The leadership role encourages students to lead, communicate and be in "real	Will continue to work with staff and students on the best way to implement this into their class.

		world experience" within the classroom setting. They also work with the tutors for a reward system too – finding out what students may like in terms of a reward for achievement	
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Well implemented	• QMS • Organizations mission, vision and values • Policy and Procedure – Te Tiriti O Waitangi Manaakitanga and Whanaungatanga is at the core of student wellbeing and safety. The organization acknowledges that access to tertiary education is of utmost importance for Maori to achieve independence, self-determination and meet their development aspirations.	Include programs such as Uenuku that help students to connect to their past so they can move through the present with that knowledge. It acknowledges their tupuna, whakapapa and helps to navigate who they are, what they want and be able to be confident in their future. They learn pepeha, waiata and karakia.

		We are committed to providing a learning environment that is respectful of tikanga maori and values maori students.	
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Well implemented	• QMS • Program review and development • Advisory Board • Feedback – student, whanau and stakeholder • Open door policy • NZQA Audit Report • Organizations Outcomes Our programs are centred on the learner and it is visible right the organizations policies, procedures, classroom environment, program content. When focused on the overall well being of learners as a whole	

		it shows in the outcomes of our learners.	

Outcome 2: Learner voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Stage of implementation for outcome 2	Well implemented / Implemented / Developing implementation / Early implementation

Process: Learner voice

KEQ	**How effectively?**	**How do we know?**	**How can we improve?**
How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?	Implemented with ongoing development	• Programme Review • Feedback – student, whanau and stakeholder • Representation on advisory boards • Open door policy • BCATS: Foreman • ILN: Class Rep We do have a wide and diverse range of learners. BCATS 16-19yrs ILN 16-65 yrs	Continue to work with learners and be more involved in their learning through various feedback options. We have implemented at the start of each new intake for BCATS that there is a "Foreman" this student can be nominated or volunteer. They run parts of the toolbox meetings at the start of the day, students report to them during various stages of a project. The foreman then

		Various learning techniques such as peer tutoring, small and large group work – which are based on the organizations core values: • Whanaungatanga • Kotahitanga • Manaakitanga • Pono • Tuakana teina	reports back to tutors, and can bring ideas to them throughout the day or when any issues may arise. The foreman will change from project to project to allow students the opportunity to be in that role.

Process: Learner complaints

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we work with learners to effectively respond to, and process complaints?	Implemented with ongoing development	• Student complaints procedure • Open door policy This procedure is included in the House Rules and Regulations.	Onsite counsellor has been added to staff and is available Complaints form has been added to the website Complaints procedures are located in all offices,

		It is presented and discussed at induction and is in poster format at sites. House Rules and Regulations are discussed with students a number of times throughout the duration of the course to remind students that we are here to listen and support.	classrooms and common areas for students to access
How effectively do our current practices ensure that our complaints process is easily accessible to learners?	Well Implemented	• Student Complaints Procedure • Open door policy • Staff Meeting minutes As stated previously our house rules and regulations are discussed at a number of points throughout the duration of course. Tutors and Management have an open door policy	Complaints form is available on KTE Website Procedures are posted in offices, classrooms and common areas

How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?	Implemented with ongoing development	• Learner Folders • Complaints Forms • Staff and Management Meeting minutes As above complaints form has now been added to our website and will be submitted to the GM It will then be reported in Staff and Management meetings with actions being completed as soon as possible and according to our QMS	Available on our website Complaints will be published with actions following

Process: Compliance with the Dispute Resolution Scheme

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure we are familiar and compliant with the relevant DRS?	Implemented	• Student complaint procedures • Available in QMS • Posted in offices, classrooms and common rooms • Complaints form available on website	Update QMS with contact details for Code Administrator Included in Staff PD

Overall self-review - Outcome 2: Learner voice

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy?	Well implemented	• Feedback – student, whanau and stakeholder • Organizational mission, vision and core values • Te Tiriti O Waitangi	

		As a maori provider and family owned organization we understand mana and autonomy. It is embedded into our QMS, teaching, wellbeing, programs and classroom environment. We stand by our vision of Educate to Empower. Our policies and procedures are there to protect, encourage and nurture our youth in having a voice and gaining the confidence to use it. With a wide range of learners we have continued to use our core values, maori health model and ensure our learners are heard, seen and acknowledged	

How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Well implemented	• Feedback – student, whanau and stakeholder • Advisory Board • Program reviews As previously stated we have a number of ways that allow for student feedback. Group, paper, class president, advisory board member – we understand that every learner will give feedback in a different way. By allowing a number of different avenues we can capture the learner's voice and implement change where needed. Many of our learners have never had a voice and that is important here so that they can be successful in their time with us and continue to grow as they	Continue to develop ways for learners to give feedback and be a part of the solution process too. Implemented in 2024 for BCATS is the "Foreman Role" opportunity for students to lead, and have input with tutors (see above)

		pathway into further education or employment. Feedback is collated by tutors and presented in staff meetings. From there a discussion on what the issue is, solutions to fix it and implementation can happen. This feedback also goes into the annual program review to ensure we are delivering programs that are based on industry knowledge, skill and relevance	
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Well implemented	• QMS • Organizations mission, vision and values • Policy and Procedure – Te Tiriti O Waitangi The organization acknowledges that access to tertiary education is of utmost importance for	

		Maori to achieve independence, self-determination and meet their development aspirations. We are committed to providing a learning environment that is respectful of tikanga maori and values maori students. Classes begin and end with karakia and waiata – learner led. Organizational values embedded into our environment along with our enrollment process and connecting with our learner's shows that we are open, we listen and are here for them. It shows in the feedback given from students, whanau and stakeholders	

How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Well implemented	• QMS • Organizations mission, vision and values • Policy and Procedure – Te Tiriti O Waitangi • Feedback – student, whanau and stakeholder • Advisory Board • Program reviews • Learner Outcomes	

Wellbeing and safety practices for all tertiary providers

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Stage of implementation for outcome 3	Well implemented / Implemented / Developing implementation / Early implementation

Process: Safe and inclusive communities

KEQ	**How effectively?**	**How do we know?**	**How can we improve?**
How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?	Well implemented	• Staff selection policy and procedure • Security policy and procedure • Professional Development • Building and vehicle maintenance • First Aid Training • House rules and regulations	Continue implementation and PD around maintaining safe and inclusive spaces for our students.

		Every effort is made to select staff that reflect the values of the organization and have a genuine passion for the role and providing an excellent experience for students. Support staff through induction process, appraisals and PD to strengthen skills. In 34 yrs we have only one occasion where a staff member was approached about inappropriate behaviour in the classroom. That staff member resigned the next day. A management staff member is present in both programmes so monitoring of student safety is daily. The organization ensures the safety of students during programme hours by controlling	

		and monitoring visitors to sites and supervising students. Student support and guidance policy and procedures for academic support, pastoral care, health and safety, travel subsidy, career pathway, literacy and numeracy support, learners with disabilities, formative reporting. Tutors are key to setting the tone in their classrooms. Through various practices they provide a supportive learning environment. Clear expectations and acceptable behaviours are discussed and revisited often. Tutors model appropriate behaviour and practices.	

Process: Supporting learner participation and engagement

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?	Well implemented	• NZQA Audit Report • Feedback – student, whanau and stakeholder • Advisory Boards • Program review • Learner Outcomes • Core Values • Mission Statement Student support and guidance policy and procedures for academic support, pastoral care, health and safety, travel subsidy, career pathway, literacy and numeracy support, learners with disabilities, formative reporting. Tutors are key to setting the tone in their classrooms. Through various practices they provide a supportive learning	Feedback and advisory boards will help to ensure we continue to uphold this and improve or make changes where and when needed. Advisory board meetings have changed into a more one on one basis rather than group setting to work in with those who are included. Will look at doing Zoom/Teams rather than in person meetings

		environment. Clear expectations and acceptable behaviours are discussed and revisited often. Tutors model appropriate behaviour and practices. Our learner outcomes will show that learners feel supported and safe because they achieve – qualifications, further training, and employment. Feedback from our learners, whanau and stakeholders will also show this.	

Process: Physical and digital spaces and facilities

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?	Well implemented	• Maintenance and BWOF • Health and Safety (on and offsite) • First Aid Training • Vehicle maintenance and use • Maintenance of equipment and resources Through these policies and procedures the organization provides and maintains safe learning and communal environments and facilities. In 34 yrs we have had only two disabled students. Accessed services to supply needed equipment to assist in one student's learning.	

		The other student had support from services regarding daily transport.	

Overall self-review - Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?	Well implemented	• Program Review • Feedback – student, whanau and stakeholder • Organizational values, mission and vision • Learner files • Learning Plans Student support and guidance policy and procedures for academic support, pastoral care, health and safety, travel subsidy, career pathway, literacy and numeracy support, learners with disabilities, formative reporting.	Continue to celebrate various cultural days and language weeks. Use feedback from students to implement any other measures they may suggest to increase student support.

		The organization has no policy or procedures regarding the supply of food for students however there is a practice of supplying cereal, noodles and fruit free of charge. Students are able to help themselves should they need to, to these supplies. Learner achievement is celebrated often and kai for the learner and their whanau is put on by staff and other learners who may want to donate. Our programs include sport, physical activity and celebrations. The use of learner plans and goal setting to bring attention to personal development and learning.	

		Tutors use positive reinforcement. Being flexible with course content for those students with mental health issues and having support workers included in the class.	
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Implemented with ongoing development	• Program Review • Feedback – student, whanau and stakeholder • Organizational values, mission and vision • Learner files • Learning Plans Student support and guidance policy and procedures for academic support, pastoral care, health and safety, travel subsidy, career pathway, literacy and numeracy support, learners with disabilities, formative reporting.	BCATS – Foreman Role and Toolbox meetings ILN – still to be developed with shorter times and rolling intakes – feedback forms and groups still work well

How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Well implemented	• QMS • Organizations mission, vision and values • Policy and Procedure – Te Tiriti O Waitangi The organization acknowledges that access to tertiary education is of utmost importance for Maori to achieve independence, self-determination and meet their development aspirations. We are committed to providing a learning environment that is respectful of tikanga maori and values maori students. Classes begin and end with karakia and waiata – learner led. Organizational values embedded into our environment along with our enrollment process and connecting with our learner's	Professional development to ensure we are staying relevant to implementation of Te Tiriti o Waitangi

		shows that we are open, we listen and are here for them. It shows in the feedback given from students, whanau and stakeholders	
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Well implemented	• Feedback – student, whanau, stakeholder • Program Review • Organizational vision, mission and values • Learner Outcomes • Learning environment As previously stated in a number questions our current practices are embedded into our learner wellbeing and safety goals and plans	Continue to implement and listen to learner feedback, whanau and stakeholder feedback.

Outcome 4: Learners are safe and well

Providers must support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.

Stage of implementation for outcome 4	Well implemented / Implemented / Developing implementation / Early implementation

Process: Information for learners about assistance to meet their basic needs

KEQ	**How effectively?**	**How do we know?**	**How can we improve?**
How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?	Implemented with ongoing development	Enrolment procedure includes questions around physical and mental health issues. If not identified at time of enrolment, tutors usually pick up on issues and will address them with the student and their whanau. Information is noted in the student file of any physical and mental health issues and tutors are informed at handover of these.	Development to include more specific questions regarding mental health and physical disability so that we can ensure that best practices and support are in place for our students.

		Tutor will discuss needs further with the student and put in place strategies to support the student. Whanau will also be included in discussions. At the time of enrolment ILN assessments are completed to identify and ensure students are in the right course, if there are any literacy and numeracy needs. Pathways planning is also an integral part of our programmes.	

Process: Promoting physical and mental health awareness

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we assist our learners to manage their physical and mental health and to access support when needed?	Implemented with ongoing development	No policy and procedures directly addressing this area however, practices are in place. This is an area we are developing. We provide targeted workshops for students and staff e.g suicide prevention, family planning, budgeting, employment agencies etc During the enrolment procedure there are questions around physical and mental health issues. If not identified at the time of enrolment, tutors usually pick up issues and will address them	Development of questions at enrolment is currently taking place Development of questions to target consistency in student achievement – as suggested from NZQA Consistency Reviews. Continue to provide targeted workshops and professional development for staff

		with the student and their whanau. Information is noted in the student file of any physical and mental health issues and tutors are informed at handover of these. Tutors will discuss needs further with the student and put in place strategies to support the student. Whanau will also be included in discussions	

Process: Proactive monitoring and responsive wellbeing and safety practices

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our proactive monitoring and wellbeing and safety practices identify and	Well implemented	• Feedback – student, whanau and stakeholder	Increase the number of services and ensure that whanau and support people

respond to the support needs of individual learners?		• Staff meeting and minutes • Program reviews Our feedback continues to show that our students are happy, healthy and love coming to course. That for us is a major positive that what we are doing is working	know what and who is available to students.

Overall self-review - Outcome 4: Learners are safe and well

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we support learners to manage their physical and mental health through information and advice?	Implemented with ongoing development	• Onsite counsellor • Feedback – student, whanau and stakeholder • Program review • Open door policy This will be an ongoing development.	Having a counsellor onsite for students to access has been a great resource for our students. Group sessions builds the sense that speaking to a counsellor is "normal"

		Helplines are available throughout each site and tutors have a list of services that can help. As stated in the above during enrollment there are questions regarding physical and mental health. We will also establish if there are any support services that students are currently using and work with those support services	"acceptable" and that connection allows students to feel more comfortable going to see the counsellor PD for staff to include: • Trauma informed learning workshops • AKO workshops • Autism and Mental health workshops
How effectively do our current practices identify and respond to learners who need additional support?	Implemented	During the enrolment procedure there are questions around physical and mental health issues. If not identified at the time of enrolment, tutors usually pick up issues	Working with current support services to provide background information of students at time of enrolment. Students can be quite shy regarding mental health and learning disabilities –

		and will address them with the student and their whanau. Information is noted in the student file of any physical and mental health issues and tutors are informed at handover of these. Tutors will discuss needs further with the student and put in place strategies to support the student. Whanau will also be included in discussions Students currently with support services will continue to use those support services and we will establish a connection with them too. For students who may come with full time	our administration staff work hard to create a connection with students but Sometimes that can take time.

		minders/support persons we encourage them to be in class with the students at all times.	
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Well Implemented	• Feedback – student, whanau and stakeholder • Program Review • Student on the • Advisory Board • Open door policy • Enrolment procedure As previously stated we have our feedback that is collated, presented and any issues are discussed and solutions implemented. Initial discussions and creating that connection with a student upon enrolment is a great tool for us to establish that their voice is important.	BCATS - Toolbox and Foreman rolls has been implemented and is working well to increase and encourage student voices through projects and class work. That leadership role continues to build connections with tutors and open communication so that students are being heard. This has been mentioned above
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Well implemented	QMS • •Organizations mission, vision and values • Policy and Procedure –	

		Te Tiriti O Waitangi The organization acknowledges that access to tertiary education is of utmost importance for Maori to achieve independence, self-determination and meet their development aspirations. We are committed to providing a learning environment that is respectful of tikanga maori and values maori students. Classes begin and end with karakia and waiata – learner led. Organizational values embedded into the environment along with our enrollment process and connecting with our learner's shows that we are open, we	

		listen and are here for them.	
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Well implemented but with ongoing development and improvements	• QMS • NZQA Audit Report • Learner Outcomes • Feedback from Students, whanau and stakeholders	

Appendix 1: Continuum of implementation for the Code

			Well-implemented The Code is well-implemented
		Implemented The Code is implemented	• **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
	Developing implementation Implementation of the Code is underway, yet requires further work	• **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	
Early stages of implementation Implementation of the Code has not yet started or requires significant work	• **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		

• **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	• **Adequate** reporting processes from self-review		

Summary:

Our proactive approach to learner wellbeing incorporates diverse feedback mechanisms and community resources. Regular updates to policies ensure alignment with evolving learner needs.

Improvement Points:

- Enhanced communication with learners, whanau and stakeholders
- Expanded in-course feedback mechanisms and post-training assessments
- Continued integration of Maori values across all policies

Development Action Plan

Objective: Strengthen our learner wellbeing and safety practices with clear, measurable actions that enhance transparency, accessibility, and responsiveness.

1. Improve Complaints and Critical Incidents Policy

- **Objective**: Further develop a clear, accessible, and transparent process for handling complaints and critical incidents that encourages learner engagement and trust.
- **Actions**:
    - **Review and Update Complaints Policy**: Review and update the Complaints Policy with accessible, inclusive language aligned to Te Tiriti o Waitangi principles.
    - **Create a Critical Incidents Procedure**: Define clear roles, responsibilities, and escalation points for all types of incidents, with timelines for reporting and resolution.
    - **Anonymous Reporting**: Implement an anonymous feedback and complaints option (digital or physical) to encourage reporting of sensitive issues.
    - **Incident Reporting Training**: Hold quarterly staff training on handling and reporting complaints and incidents.
    - **Communication**: Post complaint and critical incident processes in classrooms, on the website, and in common areas for visibility.
    - **Timeline**: Q1 2024

2. Enhance Learner Voice and Engagement

- **Objective**: Expand the range of channels and roles for capturing diverse learner voices and perspectives.
- **Actions**:
    - **Class Representatives and Councils**: Appoint class representatives to provide structured feedback channels
    - **Digital Feedback System**: Introduce an online feedback system for easier access and real-time response tracking.

- **Timeline**: Complete by Q2 2024, with biannual reviews.

3. Streamline Feedback Collection and Reporting

- **Objective**: Improve the efficiency and transparency of feedback collection to enhance responsiveness to learner needs.
- **Actions**:
  - **In-Course Feedback Questions**: Create course-specific questions on safety, support, and satisfaction
  - **Annual Survey**: Implement an annual, anonymous learner wellbeing survey, with results and actions shared transparently in quarterly reports.
  - **Timeline**: Begin by Q2 2024; annual survey in Q4 2024.

4. Expand Professional Development on Wellbeing and Safety

- **Objective**: Equip staff with the knowledge and skills to support diverse learners' well being proactively.
- **Actions**:
  - **Specialized PD**: Deliver professional development on trauma-informed practices, mental health, and Te Tiriti o Waitangi.
  - **Workshops on Critical Incidents**: Develop workshops to prepare staff for handling critical incidents (including drills).
  - **Timeline**: Q1 2024 for workshops; ongoing PD every six months.

5. Develop Accessible Learning and Physical Environments

- **Objective**: Ensure all learners have safe, supportive, and accessible environments.
- **Actions**:
  - **Accessibility Reviews**: Complete annual reviews of all spaces, updating them based on feedback and standards
  - **Cultural Inclusivity Training**: Offer staff training on creating inclusive spaces, with emphasis on manaakitanga and whanaungatanga.

- **Timeline**: Complete review by Q3 2024, with immediate action for priority changes.

6. Expand Support Services Visibility and Access

- **Objective**: Make support services more visible and easily accessible to all learners.
- **Actions**:
  - **Service Listings**: Post updated lists of internal and external support services prominently in classrooms, common areas, and online.
  - **Orientation Session**: Introduce an orientation on available support services, delivered in a student-friendly format.
  - **Timeline**: Listings by Q2 2024; orientation session launch by Q3.

Glossary:

- QMS: Quality Management System
- KEQ: KEy Evaluation Questions, focusing on effectiveness, evidence and improvement opportunities
- Te Tiriti O Waitangi: The Treaty of Waitangi, a foundational document recognizing the partnership rights of Maori people in New Zealand
- BCATS: Building, Construction and Allied Trades
- ILN: Intensive Literacy and Numeracy
- Foreman: Student Leader - volunteer or nominated by other students