

Basic underlying expectation of the Pastoral Code for Domestic Students is:

- **Organisational structures to support a whole-of-provider approach to learner wellbeing and safety**
- **Wellbeing and safety* practices for all tertiary providers**

*Wellbeing and safety, as defined in the code, means that learners have a positive frame of mind, resilience, satisfaction with self, relationship and experiences and progressing towards learning outcomes sought. It also means being healthy and secure.

YMCA must be compliant against outcomes 1-4. The code does not override the responsibilities of education providers under the Privacy Act 2020.

Detail

The YMCA NZ PTE is to provide good pastoral care. As noted in 2020 EER report:

Students are well supported towards attaining academic goals and developing confidence and self-efficacy. Connections to referral and external support agencies are well developed by Association staff

Programme delivery across the organisation provides some flexibility to demographic cohorts within the Associations. Individual student need is well understood and responded to in the literacy and numeracy programme.

Information on the outcomes for individual students is well known by the Associations. Interviews on site confirmed good pathway outcomes and enhanced wellbeing for the students. External stakeholders commented positively on the value.

There are good systems for identifying students needing additional support, and a framework to aid teaching and learning of Māori and Pasifika students.

At a PTE we need to ensure that we comply with the following outcomes, please ask yourself the following questions:

- How does our organisations comply with the code?
- How well?
- How do we know, what evidence do we have?
- How will we improve

Part 3 – 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 response to the diverse needs of their learners.	How well do we comply with the code, how do we know?	What evidence do we have	How can we improve, what is the GAP
<p>Process 1</p> <p>Strategic goals and plans</p> <ol style="list-style-type: none"> 1. Providers must have strategic goals and plans for supporting the wellbeing and safety of learners <ol style="list-style-type: none"> a. Give effect to the outcomes sought and processes required by this code. b. Contribute to an education system that honours Te Tiriti o Waitangi and Māori Crown relations. 2. Providers must <ol style="list-style-type: none"> a. Regularly review strategic goals and plans b. Make amendments to their learner wellbeing and safety strategic goals and plans within a reasonable timeframe. 3. Providers must work with learners and stakeholders (and document this work) when; <ol style="list-style-type: none"> a. Developing their learner wellbeing and safety strategic goals and plans b. Reviewing their learner wellbeing and safety strategic goals and plans 	<p>The PTE has developed a Learner Wellbeing & Safety Charter, this is displayed in all classrooms and noticeboards at approved sites. The core values of YMCA are Caring, Respect, Responsibility and Honesty – this is embedded throughout the PTE.</p> <p>LMS on 2021 business plan so access won't be a problem in the future. Relevant policies are referred to in the Code of Conduct and Learner Handbook, these can be accessed by educators and provided to learners until they have access (see GAP)</p> <p>Learner wellbeing and safety strategic goals are embedded within the QMS which is regularly reviewed</p> <p>Student Voice group implemented in 2022 to ensure that a student voice is heard and feedback received for relevant policies, procedures and decision making</p>	<p>Photos of notice boards and classrooms</p> <p>Site Visit reports</p> <p>Meeting minutes approving changes to QMS</p> <p>SVR meeting notes and ToR</p>	<p>Create Māori advisor role and a new stakeholder group that incorporates bi-cultural input</p> <p>LMS (Student Hub) under review and web-site sill a work in progress, once launched then the relevant policies will be made publicly available, relevant policies are referred to in the Code of Conduct and Learner Handbook, these can be accessed by educators at anytime and</p>

Process 2	<p>Self-review of learner wellbeing and safety (LW&S) practices.</p> <ol style="list-style-type: none"> 1. Providers must use strategic goals and plans to regularly review the quality of their LW&S practices to achieve the outcomes of this code, determined by the code administrator. 2. Providers must review their LW&S practices using: <ol style="list-style-type: none"> a. Input from diverse learners and other stakeholders, and b. Relevant quantitative and qualitative data, including learner complaints 3. Providers must, in a timely manner, follow a review and take appropriate action to address any deficiencies in LW&S practices. 	<p>Annual review is in place and the Pastoral Care Code is discussed and reviewed during site visits.</p> <p>Learner Wellbeing and Safety is discussed at Student Voice Hui and Class Hui</p> <p>Learners are required to complete an 'End of Programme survey' this is collected centrally through Survey Monkey. Stakeholder Surveys are sent out regularly throughout the year</p>	<p>Site visit reports</p> <p>SVR Hui meeting notes</p> <p>End of Programme and Stakeholder Survey responses</p>	
Process 3	<p>Publication requirements.</p> <p>Providers must make the following information readily available, in accessible formats, to learners, staff and the general public, including on their websites;</p> <ol style="list-style-type: none"> a. Strategic goals and plans for supporting the wellbeing and safety of learners b. Revisions to strategic goals and plans for supporting the wellbeing and safety of learners, and c. Self-review reports on the quality of their learner wellbeing and safety practices 	<p>The PTE have implemented a single SharePoint site so that internal docs are accessible for staff and students</p> <p>The PTE are in the process of creating a single education website so that external resources are available to the general public</p>	<p>SharePoint site</p>	<p>Website is due to be launched in October 2022</p>
Process 4	<p>Responsive wellbeing and safety systems.</p> <ol style="list-style-type: none"> 1. Providers must gather and communicate relevant information across their organisation 	<p>Online</p> <p>Weekly PTE meetings</p>		

	<p>from relevant stakeholders to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and take all reasonable steps to connect learners quickly to culturally appropriate social, medical and mental health services.</p> <p>2. Providers must provide staff with ongoing training and resources tailored to their roles in the organisation, in relation to;</p> <ol style="list-style-type: none"> a. Te Tiriti o Waitangi; and b. The providers obligations under this code; and c. Understanding of the welfare issues of diverse learner groups and appropriate cultural competencies; and d. Identifying and timely reporting of incidents of racism, discrimination, and bullying; and e. Physical and sexual violence prevention; and response, including how to support a culture of disclosure and reporting; and 	<p>Monthly Provider/PTE meetings Monthly Tutor Hui Monthly Student Voice Rep Hui Monthly Education Leaders Hui</p> <p>Face to face Quarterly Education Leaders Hui Site visits to all providers twice per year</p> <p>PD on cultural diversity / Te Tiriti O Waitangi through Pathways Awaura,</p> <p>Education Managers meetings</p> <p>Privacy Act part of the induction process</p> <p>Professional development at induction and ongoing</p> <p>PTE holds monthly Tutor Hui which focus on an area of PD</p> <p>Covered in NZCFSL1 & 2 unit standards including projects</p>	<p>Meeting notes and site visit reports held in SharePoint</p> <p>Induction checklists Tutor Hui are recorded and saved in SharePoint (when possible)</p> <p>Professional Development folder in SharePoint contains resources and recordings of PD sessions</p> <p>Recordings and notes of MH101</p>	<p>Create a register of educators that have attended any training, including what it captured at a local level</p>
--	---	---	--	--

	<ul style="list-style-type: none"> f. Privacy and safe handling of personal information; and g. Referral pathways (including local service providers) and escalation procedures; and h. Identifying and timely reporting of incidents and concerning behaviours; and i. Wellbeing and safety awareness and promotion topics, including <ul style="list-style-type: none"> i. Safe health and mental health literacy and support; and ii. Suicide and self-harm awareness; and iii. Promoting drug and alcohol awareness; and iv. Promoting healthy lifestyle for learners. <p>3) Providers must have plans for assisting learners, and responding effectively, in emergency situations in the learning community</p> <ul style="list-style-type: none"> a) Making these plans readily available to learners when they begin their study b) staff are suitably prepared and available to be contacted c) Coordinated decision-making across the provider when responding to emergencies d) Disseminating timely, accurate, consistent and accessible information to learners and staff during an emergency e) Ensuring all staff are aware of the indicators of imminent danger to a learner and what 	<p>PTE have created a central incident and injury form so that this is timely reported</p> <p>Working towards the DFQM to raise awareness and improve support for learners with neurodiversity (make up approx. 90% of our learners)</p> <p>Transitioning to Microsoft Teams Classroom platform to effectively communicate to learners. Staff currently store learners phone numbers on work phone and also create Facebook messenger groups for chat functions</p>	<p>Annual tutor survey results</p> <p>Evidence from Timaru communications</p>	
--	--	---	---	--

	<p>action they can reasonably provide to help make them safe</p> <p>f) Keeping a regularly updated critical incident and emergency procedures manual to guide staff in an emergency which contains immediate and ongoing actions required including:</p> <ul style="list-style-type: none"> i) Engaging with relevant Government agencies ii) De-briefing process to support all learners and staff <p>g) Recording critical incidents and emergencies and reporting these back annually (at an aggregate level; and as far as practicable, disaggregated by diverse learners groups) to providers management, learners, other stakeholders, and the code administrator.</p>			
<p>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</p>		<p>How well do we comply with the code, how do we know?</p>	<p>What evidence do we have?</p>	<p>How can we improve, what is the GAP?</p>
<p>Process 1</p>	<p>Learner Voice Providers must have practices for;</p> <ul style="list-style-type: none"> a) Proactively build and maintain effective relationships with diverse learner groups b) Work with diverse learners and their communities to develop, review and improve learner wellbeing and safety strategic goals, plans and practices c) Providing formal and informal processes to actively hear, engage with, and develop the diverse range of learner voices and their communities 	<p>Student Voice group implemented in 2022 to ensure that a student voice is heard and feedback received for relevant policies, procedures and decision making, this is a group of between 1-4 learners per site meeting once a month online with the Quality and Academic Manager</p> <p>The SVR also lead individual weekly or twice monthly class hui to gather peer’s feedback</p>	<p>SVR Hui notes</p> <p>End of programme survey</p>	<p>Publish a newsletter on what changes or progress has been made</p> <p>Add Pastoral Care Outcomes to student surveys</p>

	<p>d) Providing 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</p> <p>e) Providing timely and accessible information to learners to increase transparency of providers' decision-making processes.</p>	<p>on what is working well and not so well at a local/provider level</p> <p>Discussion about having a student representative on the PTE's Academic Committee.</p> <p>PTE have created a social media presence highlighting events aimed at learners such as Mental Health Awareness Week and Dyslexia Awareness Week etc</p>	<p>YMCA Education Instagram and Facebook</p>	<p>GM to consider a model for this</p>
Process 2	<p>Learner Complaints</p> <p>Providers must</p> <p>a) Work with learners to effectively respond to and process complaints, including appropriate engagement with support people)</p> <p>b) Inform learners on how the complaint will be handled and progress.</p> <p>c) Handle complaints in a timely and efficient way, and have practices that;</p> <p>i) Are appropriate to the level of complexity and sensitivity,</p> <p>ii) considers cultural perspectives and responsiveness</p> <p>d) the process must be easily accessible, detailing clear information of the process, including relevant persons to contact, the scope and possible outcomes of the process. Accessibility includes addressing barriers to access such as language, technology, fear of</p>	<p>QMS 6.1 Student Complaints – uses principles of accessibility, independence and fairness.</p> <p>Complaints are dealt with in-house, generally classroom management, very rare to receive major complaints and shared at the induction.</p> <p>It is good that complaints can be dealt with 'in-house', but there will need to be a register as well as options to escalate. These options need to be made accessible. Refer to the proposed DRS. Here's the link: https://conversation.education.govt.nz/assets/pastoral-care-code/Draft-dispute-resolution-scheme-rules.pdf</p>	<p>Learner handbook QMS Complaints Policy</p>	<p>Update complaints policy</p> <p>Needs to be visible in the classroom and notice boards</p> <p>PTE complaints register needs to be accessible and stored centrally, once website fully functional 'complaint form' needs to be available</p> <p>This needs to be included in the Learner Handbook</p>

	reprisal and ensuring that an opportunity for a support person is provided e) Complaints must be recorded, and f) Reported annually to management, learners, other stakeholders and the code administrator, including on the provider website, including i) the number and nature of complaints ii) Learner experience with the complaints process and outcomes g) Promote and publicise complaint and dispute resolution process h) Advise learners on next step if an appropriate resolution has not been reached			
Process 3	Compliance with the Dispute Resolution Scheme <ul style="list-style-type: none"> Compliance with the providers must be familiar with the relevant dispute resolution scheme rules and ensure compliance in a dispute, failure to comply is a breach of the code and may trigger sanctions. 	Not yet published or referred to in QMS		Needs to be included in QMS and published into website

Part 4 – Wellbeing and safety practices for all tertiary providers

Physical and digital learning environments

<p>Outcome 3: Safe, inclusive and supportive physical and digital learning environments Providers create and maintain learning environments that are inclusive and support the academic, personal and social development of learners</p>	<p>How well do we comply with the code, how do we know?</p>	<p>What evidence do we have?</p>	<p>How can we improve, what is the GAP?</p>
<p>Process 1</p> <p>A safe and inclusive communities</p> <ol style="list-style-type: none"> 1. Providers must have practices for: <ol style="list-style-type: none"> a) Reducing harm to learners resulting from discrimination, racism, bullying, harassment, and abuse (including physical and sexual) including: b) Working with learners and staff to recognise and respond to discrimination c) Promoting an inclusive institutional culture d) Upholding the cultural needs and aspirations of all groups e) Providing all learners with information <ol style="list-style-type: none"> i) That supports understanding, acceptance, and connection with all learners, including a collective responsibility for an inclusive learning environment ii) About the cultural, spiritual and community supports available to them f) Provides learners with accessible learning environments where they can connect with others, build relationships, support each other, and welcome their friends, families and whānau 	<p>Providers, due to close association with Youth Work align with Vulnerable children’s Act requirement.</p> <p>PTE does not have clear guidelines for discrimination, harassment, bullying as these have been considered to be HR policies and under provider control. PTE does have Code of Conduct that encompasses, what it means to be fair, impartial, responsible and trustworthy. It doesn’t cover discrimination in detail, this is referred to in Equal Opportunities Policy</p> <p>Whanau and support people are included throughout the learner's journey</p> <p>Should family / whanau days be built into programmes?</p> <p>Student feedback (destination, student) is not occurring (2020 QA review) in frequencies required.</p>	<p>QMS Learner handbook Site visits & observations Engagement and attendance records No complaints received Retention</p> <p>US diversity in the workplace, communicate with people from other cultures etc</p>	<p>Update the Equal Opp and complaints policy in QMS and learner handbook</p>

Process 2	<p>Supporting learner participation and engagement</p> <ol style="list-style-type: none"> 1. Providers must provide learners with opportunities to: <ol style="list-style-type: none"> a) Actively participate and share their views safely b) Connect, build relationships and develop social, spiritual and cultural networks, c) Use te reo and tikanga to support Māori learners' connection to identity and culture 2. Providers must have practices for supporting learners through their studies, including <ol style="list-style-type: none"> a) Enabling learners to prepare and adjust for tertiary b) maintaining appropriate oversight of learner achievement and engagement c) Provide the opportunity for learners to discuss any issues affecting their ability to study in confidence d) Provide learners with advice on pathways for further study options and career development where appropriate 	<p>Can this be a survey question?</p> <p>US27106 describe whakapapa</p> <p>Use of ILP's</p> <p>NZCFSL1 & 2 prepares the learners for further study/pathways</p>	<p>Te Reo is evident in the classroom</p> <p>Karikia at beginning and end of day</p> <p>Enrolment and interview form highlights what support needs are required, the assessment coversheet also refers to this</p>	<p>Add to survey</p>
Process 3	<p>Physical and digital spaces and facilities</p> <ol style="list-style-type: none"> 1. Providers must have practices for; <ol style="list-style-type: none"> a) Providing healthy and safe learning environments b) Identifying, and where possible, removing access barriers to providers facilities and services c) Involving learners in the design of the physical and digital environments) d) Engaging with Māori and involving Māori in the design of environments where appropriate 	<p>Fruit is offered in all sites</p> <p>Not all sites have adequate access for disabled learners</p> <p>High proportion of Maori – improved ratio of Maori educators to learners in 2022, Whanganui, Palmerston North, New Plymouth, Gisborne, Hawkes Bay all managed by Maori Education Managers</p>	<p>Updated H&S legislation checklist and incorporated a provider self-assessment process</p> <p>Site visits and observations</p>	<p>Maori representation at decision making level</p>

		<p>Discussion have been occurring about having Maori representation at decision-making level</p> <p>PTE does not employ staff, and so cannot performance manage or dismiss staff. Providers are required to consult with PTE GM before hiring teachers/education staff, this does not always happen, although is improving.</p>		
<p>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</p>		<p>How well do we comply with the code, how do we know?</p>	<p>What evidence do we have?</p>	<p>How can we improve, what is the GAP?</p>
<p>Process 1</p>	<p>Information for learners about assistance to meet their basic needs</p> <p>1. Providers must have practices for enabling all learners and prospective learners, to identify and manage their basic needs, defined as <i>‘the essential material requirements to support wellbeing and safety including housing, food and clothing’</i>. This includes providing timely, accurate information on how they can access:</p> <p>a) Access services through the provider or through community and public services that will help them maintain reasonable standards of material wellbeing and safety within the institution and externally, and</p> <p>b) Access suitable accommodation and understand their rights and obligations as a tenant in New Zealand</p> <p>c) maintain a healthy lifestyle.</p>	<p>Provider services are available, on noticeboards.</p>	<p>Photos Site visits and observations</p>	

	2. If food is available by the provider, they must ensure that the food includes a range of healthy food options obtainable at a reasonable cost			
Process 2	<p>Promoting physical and mental health awareness</p> <p>Providers must have practices for:</p> <ol style="list-style-type: none"> a) Providing opportunities and experiences for learners that improve their physical and mental wellbeing and safety b) Promoting awareness of practices that support good physical and mental health that are credible and relevant c) Supporting learners connection to their language, culture and identity d) Provide accurate and timely information and advice to learners about: <ol style="list-style-type: none"> i) How they can access medical and mental health services through the provider, community or public service ii) How they can report health & safety concerns they have for peers iii) How to respond to an emergency and engage with Government agencies iv) How they can make positive choices that enhance their wellbeing 	Majority of sites incorporate physical activity into the day, other sites where they do not have the facilities still promote this, incorporated into NZCFSL1 programme	<p>Site visits and observations (Te Wiki o Te Reo Maori – team building, ropes, pepeha and boil up)</p> <p>Support posters in classroom and noticeboards</p> <p>Relationship with tutor and youth services</p>	
Process 3	<p>Proactive monitoring and responsive wellbeing and safety practices</p> <p>1. Providers must have practices for:</p> <ol style="list-style-type: none"> a) Requesting that domestic learners over 18 provide a name and up-to-date contacts details of a nominated person b) Describing the circumstances in which (the above contact) can be contacted in relation to wellbeing and safety 		<p>Enrolment Form</p> <p>Privacy disclosure form</p> <p>Information release form</p> <p>QMS</p> <p>Learner Handbook</p>	Student engagement plan currently being created

	<ul style="list-style-type: none"> c) Contacting the nominated contact if there is a concern regarding the wellbeing or safety of a learner d) Enabling learners to communicate health and mental needs with staff in confidence, so that the provider can proactively offer them support e) Providing opportunities for learners to raise concerns about themselves or others f) Identifying learners at risk and having a clear pathway for assisting them to access services when they need it g) Identifying learners who are at risk of harming others, and; <ul style="list-style-type: none"> i) Having clear and appropriate pathway for assisting them to access services when they need it ii) Protecting learners and staff who experience harm from other learners and/or staff, including sexual assault h) Making arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate learning needs, including when required to study off campus i) Responding to disruptive and threatening behaviour in a way that is sensitive to a learner's situation j) Supporting learners whose study is interrupted due to circumstances outside of their control, and providing inclusive, accessible, re-entry process for their transition back into tertiary study 	<p>... respecting other student privacy</p> <p>This needs to be managed in line with NZQA Programme Approvals for face-to-face delivery.</p> <p>Use of the extension request</p> <p>Part of the enrolment form, but do we need to know who their next of kin is? At the moment we just ask for 2 secondary contacts but don't know who is the next of kin.</p>	<p>Pastoral Care notes Change to enrolment form</p>	<p>Update enrolment form to include next of kin</p>
--	---	--	---	---

	<ol style="list-style-type: none">2. Providers must have practices for having up-to-date contact details for learners under 18 and their next of kin3. Providers must contact the next of kin of a learner under 18 years if there is a concern regarding the wellbeing or safety of a learner.4. Providers must maintain a record or reported risks, including any concerns raised in relation to the effective administration of the code.			
--	--	--	--	--