



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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KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

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	Ako Mātātupu: Teach First NZ			MoE number	6668
Code contact	Name	Michelle Johansson		Job title	Kaitiaki CEO
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Current enrolments	Domestic learners	Total #	110	18 y/o or older	110
				Under 18 y/o	0
	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)	Michelle Johansson				

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 I.

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

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	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>Learner support-related strategic goals are conveyed in the Ako Mātātupu TEC Investment Plan under institutional objectives 1 and 2. However, it is evident that a more explicit and comprehensive expression of learner support and wellbeing, in terms of strategies and specific goals, is needed. Unpacking institutional objectives 1 and 2 and creating a more comprehensive learner support and wellbeing goals and plan will not only facilitate stronger adherence to the code but will also enhance the overall approach to planning and reviewing learner wellbeing. This approach will promote a more holistic and robust strategy to meet the diverse needs of learners and ensure their overall well-being. To maintain compliance, it is crucial revisit the publication requirements specified in the code. This covers requirements to publish self-review reports, strategic goals and objectives, etc.</p> <p>While we have already instituted several internal training activities to support compliance with clause 10, it's crucial to underscore the necessity of sustaining these efforts over time.</p>	Gap Analysis Pastoral Care Code of Practice MASTER document
Outcome 2: Learner voice	<p>Ako Mātātupu is committed to actively engaging with learners, implementing feedback sessions through facilitated rūnanga and talanoa with learners. This allows us to assess learner needs, and effectively responding to ensure an enriched educational experience.</p>	Gap Analysis Pastoral Care Code of Practice MASTER document

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)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>Since our sole programme is dedicated to tackling educational disparities and advancing social justice, the cultivation of safe and inclusive communities is an inherent component of Ako Mātātupu, both within our curriculum and through co-curricular activities.</p> <p>Our array of activities, including writing retreats, summer intensives, regional and all-inclusive wānanga, AKO Centre, Away School Visits, Te Rauora, Rūnanga, Kairapu network, Winter Retreat, and more, collectively guarantee our alignment with the specific requirements outlined in this code outcome.</p>	Gap Analysis Pastoral Care Code of Practice MASTER document
Outcome 4: Learners are safe and well	<p>Ako Mātātupu has incorporated a wide array of activities and initiatives throughout the entire learner journey, from pre-programme to graduation, to empower learners in effectively managing their physical and mental well-being. These initiatives encompass topic-specific information sessions (ex. Novo-pay), the dedicated Hauora Week, Winter and Writing Retreats, and the personalised AKO Plan, all designed to nurture and support the holistic health and growth of our students.</p>	Gap Analysis Pastoral Care Code of Practice MASTER document

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	<ul style="list-style-type: none"> - Need for a more comprehensive learner wellbeing goal and objectives - Compliance with publication requirements - Need to sustain staff capability training towards Clause 10.2
Outcome 2: Learner voice	<ul style="list-style-type: none"> - Administering a learner satisfaction survey to complement the learner feedback gathered during Rūnanga

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	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	<ul style="list-style-type: none"> - Given how our learners are dispersed geographically, an online learner portal will be a huge help
Outcome 4: Learners are safe and well	

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	- Draft a more comprehensive learner support and wellbeing goals and objectives for 2024	SLT	February 2024	SLT Reports	Learner support and wellbeing goals socialised and implemented
	- Comply with publication requirements as per code	Information and Systems Manager	January 2024	SLT Reports	Clause 9 of the code is met
Outcome 2: Learner voice	- Create and Administer Learner Satisfaction Survey	Community Lead	In Progress	SLT Reports	Survey results are socialised

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	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	Investigate options and create a one-stop learner portal	Information and Systems Manager	January2024	SLT Reports	Learner Portal launch
Outcome 4: Learners are safe and well					