

# **The Education Code of Practice 2021**

(Pastoral Care of Tertiary and International Learners)

## **Self-Review Attestation 2023**



# Purpose of the Code

## Requires all providers to:

- Take all reasonable steps to maintain the well-being of students
- To ensure ITS supports and promotes the education and development of our students

## Cornerstones of the Code

- Whole of Provider Inclusive Approach
- Duty of Care - Well-being and Safety
  - *Te Tiriti o Waitangi*
  - Learner Voice

# Structure of the Code

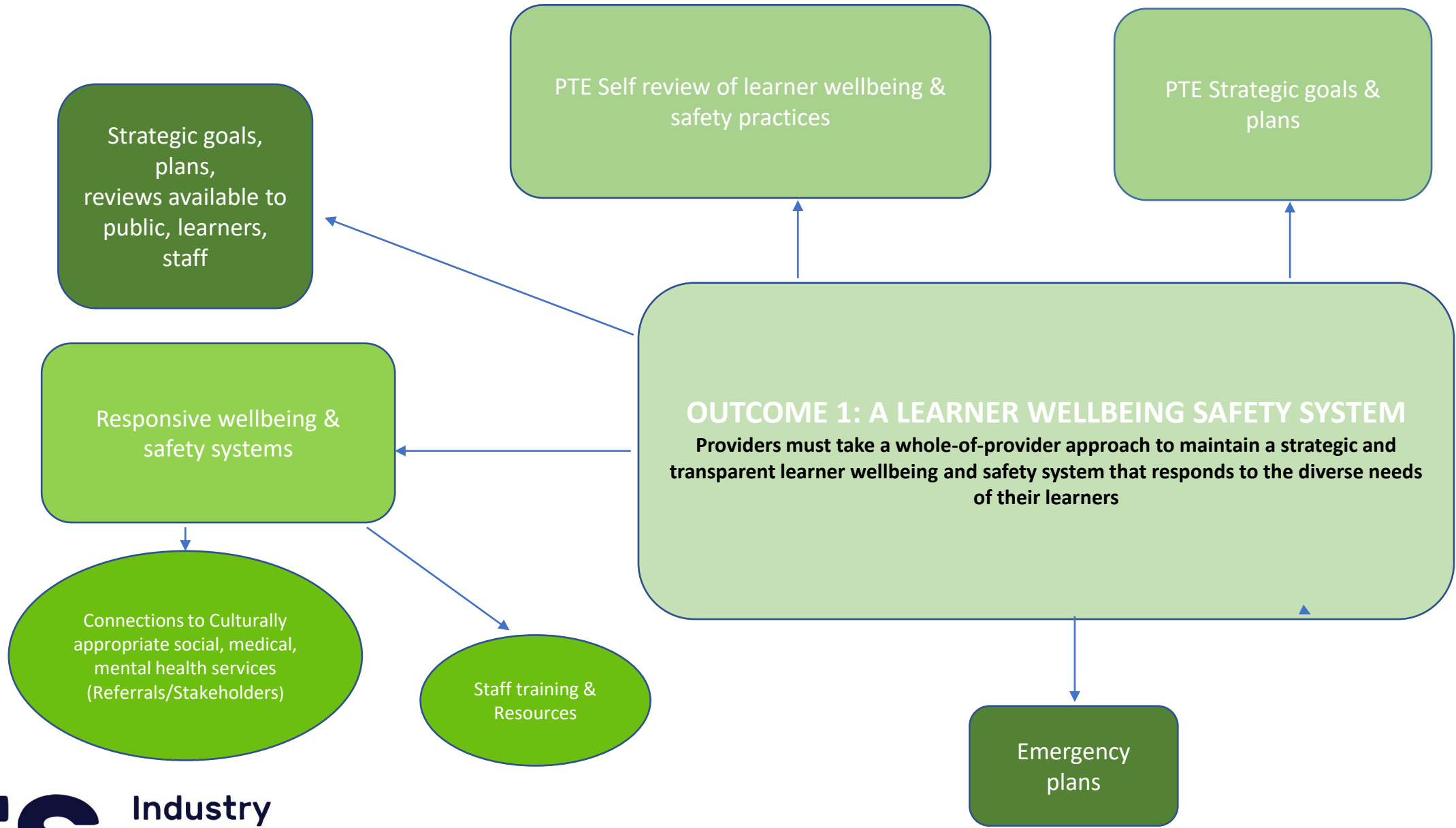
The code has 8 parts and 22 outcomes. Only outcomes 1-4 apply to ITS as a PTE (we have no international students and do not provide accommodation).

- **Organisational Structures for Whole of Provider Approach**

- Outcome 1: A learner Wellbeing Safety System
- Outcome 2: Learner Voice

- **Wellbeing and Safety Practices**

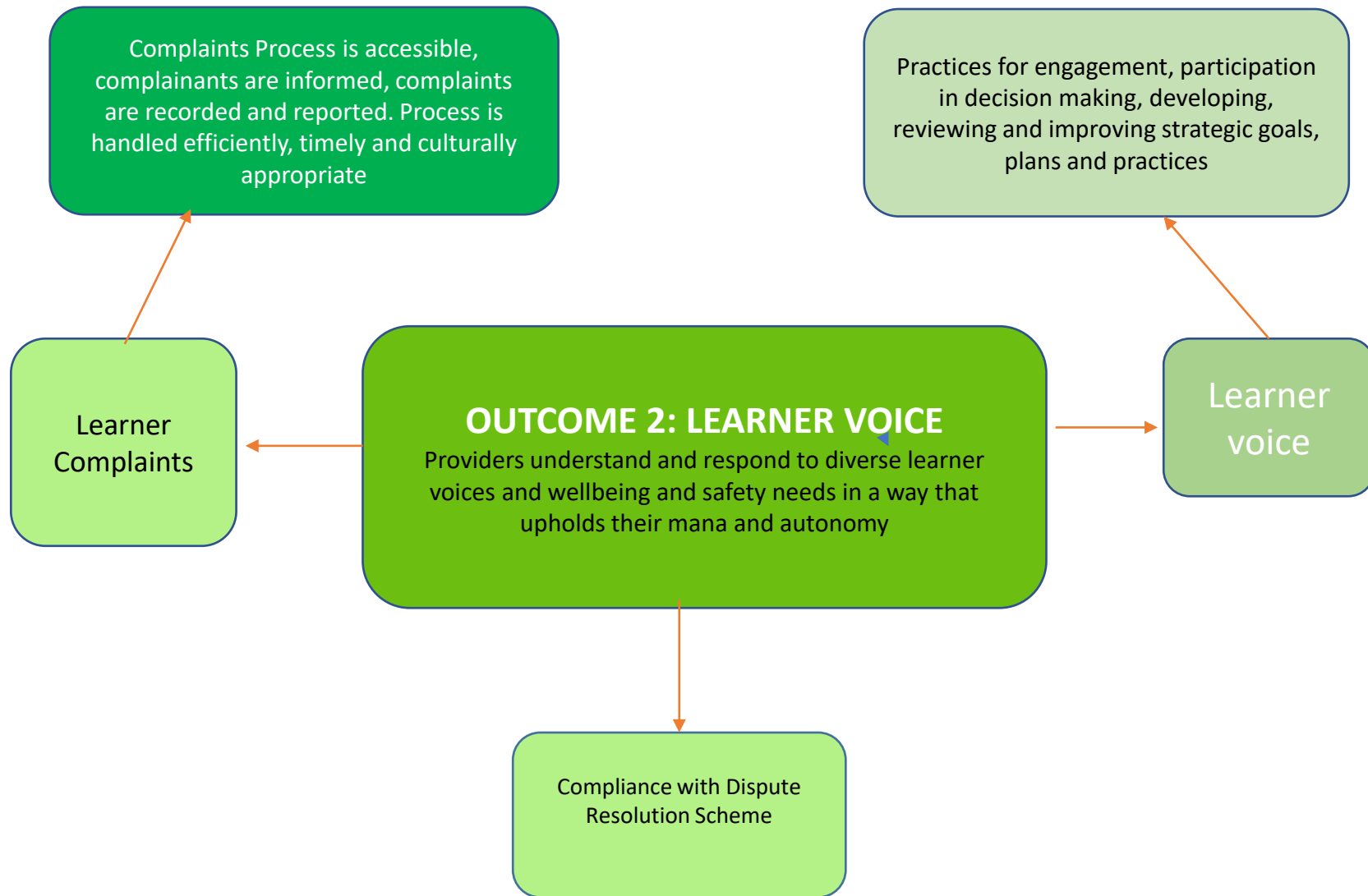
- Outcome 3: Safe, Inclusive, Supportive and Accessible Physical and Digital Learning Environments
- Outcome 4: Learners are Safe and Well



# How Are We Doing?

## OUTCOME 1: A LEARNER WELLBEING SAFETY SYSTEM

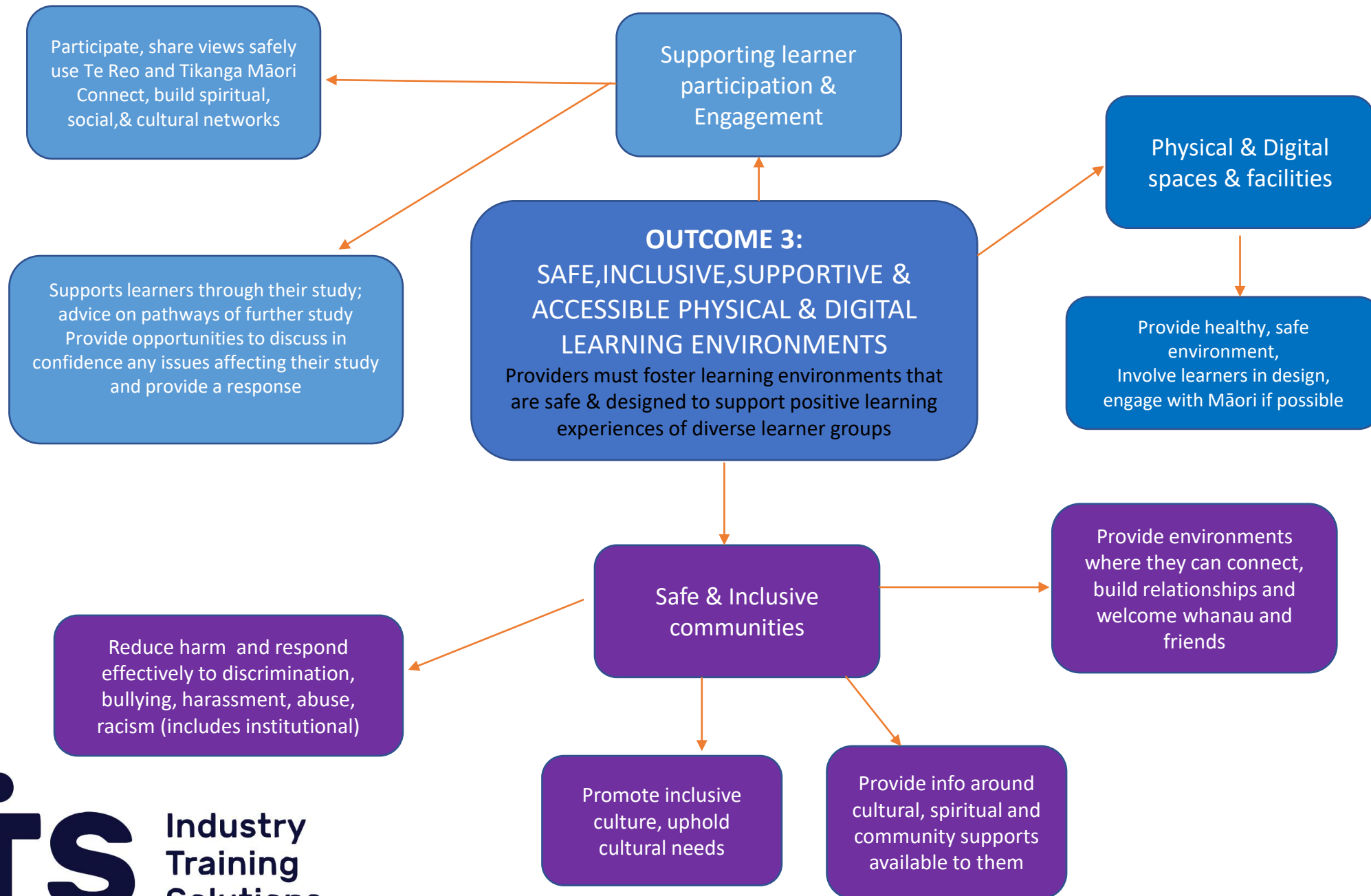
- Policies and Procedures – found in QMS
- Emergency Plan
- Student and Staff Handbooks
- Professional Development opportunities for tutors including First Aid certification
- Award winning all-inclusive environment
- Close working relationship with external support agencies
- Development of Work Ready Skills



# How Are We Doing?

## • OUTCOME 2: LEARNER VOICE

- Snacks on Exercise
- Inclusive learning environment
- Support via Teams – able to get in touch for any questions or help
- Support Services – incl contact information available
- Healthy Food Options
- Complaints Procedure
- Ability to transfer courses and mode of learning to suit
- End of Course Surveys
- External Stakeholders





# How Are We Doing?

- **OUTCOME 3: SAFE, INCLUSIVE, SUPPORTIVE & ACCESSIBLE PHYSICAL & DIGITAL LEARNING ENVIRONMENTS**

- Café and breakout area (Allsorts Centre and Cafe)
- Quiet & Sensory Room
- Welcoming & Inclusive classrooms
- Mental health well-being naturally embedded in daily teaching & learning
- Tikanga Māori
- Access to Mental Health
- Pathway Plans
- Embracing the 8 Principles of Enabling Good lives

Providing info re: access to medical, mental health services, public services, culturally responsive services  
Reporting health & safety concerns, how to respond to emergencies

Practices for learners to manage their basic needs (housing, food, clothing) and have a healthy lifestyle – access to community services  
If food is provided onsite it must be a range of healthy food options

Promoting Physical & Mental health Awareness

**Outcome 4: Learners are Safe and Well**  
Providers must support learners to manage their physical and mental health through information & advice & identify & respond to learners who need additional support

Information for learners about assistance to meet their basic needs

Proactive Monitoring & Responsive wellbeing & Safety practices

Identify At Risk learners/Learners at risk of harming others and having a clear and appropriate pathways to access support  
Support learning needs of disabled and those affected by health and wellbeing  
Respond to disruptive, threatening behaviour  
Support learners to transition back to study if study is disrupted beyond their control

Learners to provide NOK details in case of health and wellbeing concerns  
Provisions for students to raise concerns about themselves or others so support can be offered

# How Are We Doing?

## • Outcome 4: Learners are Safe and Well

- Pastoral Care Officer
- External Social Services working closely with staff
- Induction to Courses
- Appropriate Record Keeping
- Processes and policies in place eg Student Complaints and Disputes – 8.1 Disruptive Behaviour in Class, 8.2 Complaints, Health and Safety – 10.3 Environment, 11.4 Learner Guidance and Support
- Enrolment/Conversation forms ask for Disability/barrier information/support required
- Self-assessment & Student Feedback forms
- Tutors and ITS contactable eg ITS 0800 and cell phones, emails

# What do we need to Improve?

- Provide staff training on how to identify and effectively respond to students with health or wellbeing issues.
- Assist disabled students and whānau to connect to external agencies for support by providing details in support packs for tutors.
- Enhance the student voice process.
- On-going staff training about our Duty of Care

# Continuum of the Implementation for the Code

<p><b>Early stages of implementation</b> Implementation of the Code has not yet started or requires significant work</p>	<p><b>Developing implementation</b> Implementation of the Code is underway, yet requires further work</p>	<p><b>Implemented</b> The Code is implemented</p>	<p><b>Well-implemented</b> The Code is well-implemented</p>
<ul style="list-style-type: none"> <li>• <b>No or limited</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>No or limited</b> perspectives sought. Practices to reflect learner voice <b>non-existent</b> or <b>underway</b></li> <li>• <b>No or limited</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Some</b> perspectives sought, including <b>adequate</b> practices, to reflect learner voice</li> <li>• <b>Some</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code</li> <li>• <b>Some</b> practices in place to monitor</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sufficient</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Multiple</b> perspectives sought, including <b>sound</b> practices, to reflect student voice</li> <li>• <b>Good</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code</li> <li>• <b>Relevant</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Effective</b> reporting processes from self-review</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Thorough</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Diverse range of multiple</b> perspectives sought, including <b>robust</b> practices, to reflect learner voice</li> <li>• <b>Full</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code</li> <li>• <b>Well-established</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Highly effective</b> reporting processes from self-review</li> </ul>