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** 
  + Outcome 1: Learner Well-being and Safety System ***-*** IMPLEMENTED
  + Outcome 2: Learner Voice WELL IMPLEMENTED
* **Wellbeing and safety\* practices for all tertiary providers**
  + Outcome 3: Safe, inclusive and supportive physical and digital environments WELL-IMPLEMENTED
  + Outcome 4: Learners are safe and well – WELL-IMPLEMENTED

\*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.*

**Part 3 – Organisational structures to support a whole-of-provider approach to learner wellbeing and safety**

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| **Outcome 1 A leaner 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. | | **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?** |
| Process 1 | **Strategic goals and plans**   1. Providers must have strategic goals and plans for supporting the wellbeing and safety of learners    1. Give effect to the outcomes sought and processes required by this code.    2. Contribute to an education system that honours Te Tiriti o Waitangi and Māori Crown relations. 2. Providers must    1. Regularly review strategic goals and plans    2. 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;    1. Developing their learner wellbeing and safety strategic goals and plans    2. Reviewing their learner wellbeing and safety strategic goals and plans | 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.  A Māori advisor role has been created at the National Council level to support the PTE to ensure that we have an education system that honours Te Tiriti o Waitangi and Māori Crown relations  Relevant policies are referred to in the Code of Conduct, Learner Handbook and website.  Learner wellbeing and safety strategic goals are embedded within the QMS which is regularly reviewed  Student Voice group implemented in 2022 to ensure that a student voice is heard and feedback received for relevant policies, procedures and decision making | Photos of notice boards and classrooms  Site Visit reports  Meeting minutes approving changes to QMS  SVR meeting notes and ToR  Provider annual self-assessments  Wellbeing Guidelines  5 weekly check-in for each learner | Ensure that the website is updated regularly to reflect new policies  Ensure that consultation occurs for all new policies and strategic plans with Kaumatua Nate  Review Learner Wellbeing and Safety Charter annually for relevance  Strategic Plan developed with the theme of ‘wellbeing’ included. To be signed off after consultation with students and staff. |
| Process 2 | **Self-review of learner wellbeing and safety (LW&S) practices.**   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:    1. Input from diverse learners and other stakeholders, and    2. 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. | Annual review is in place and the Pastoral Care Code is discussed and reviewed during site visits.  Learner Wellbeing and Safety is discussed at Student Voice Hui and Class Hui  Learners are required to complete four surveys during their journey with us, First Impressions, during the first month, Wellbeing check-in in month 3, Learning Progress check-in month 4 and an ‘End of Programme survey’ this is collected centrally through Survey Monkey. Stakeholder Surveys are sent out regularly throughout the year. These are reviewed frequently and reported back to providers and centrally filed for access.  Student voice and wellbeing is a standing agenda item for the weekly PTE team meeting, keeping the focus on this and making improvements as identified. | Site visit reports  SVR Hui meeting notes  Survey responses  Provider Self-Assessment  Learner feedback (including complaints) | Communicate the self-review and ask for feedback from stakeholders (Providers, learners and communities) |
| Process 3 | **Publication requirements.**  Providers must make the following information readily available, in accessible formats, to learners, staff and the general public, including on their websites;   * 1. Strategic goals and plans for supporting the wellbeing and safety of learners   2. Revisions to strategic goals and plans for supporting the wellbeing and safety of learners, and   3. Self-review reports on the quality of their learner wellbeing and safety practices | The PTE have implemented a single SharePoint site so that internal docs are accessible for staff and students  The PTE are in the process of creating a single education website so that external resources are available to the general public. In the interim the National Website, Education Page has been updated  Relevant policies are available in the student handbook which is available in the physical and digital classroom | SharePoint site  National website  Learner Handbook  Information Sheets | Regularly review the website to ensure the latest policies, Strategic Plan, Pastoral Care Code summary doc etc are available |
| Process 4 | **Responsive wellbeing and safety systems.**   1. Providers must gather and communicate relevant information across their organisation 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. 2. Providers must provide staff with ongoing training and resources tailored to their roles in the organisation, in relation to; 3. Te Tiriti o Waitangi; and 4. The providers obligations under this code; and 5. Understanding of the welfare issues of diverse learner groups and appropriate cultural competencies; and 6. Identifying and timely reporting of incidents of racism, discrimination, and bullying; and 7. Physical and sexual violence prevention; and response, including how to support a culture of disclosure and reporting; and 8. Privacy and safe handling of personal information; and 9. Referral pathways (including local service providers) and escalation procedures; and 10. Identifying and timely reporting of incidents and concerning behaviours; and 11. Wellbeing and safety awareness and promotion topics, including     * 1. Safe health and mental health literacy and support; and       2. Suicide and self-harm awareness; and       3. Promoting drug and alcohol awareness; and       4. Promoting healthy lifestyle for learners. 12. Providers must have plans for assisting learners, and responding effectively, in emergency situations in the learning community     1. Making these plans readily available to learners when they begin their study     2. staff are suitably prepared and available to be contacted     3. Coordinated decision-making across the provider when responding to emergencies     4. Disseminating timely, accurate, consistent and accessible information to learners and staff during an emergency     5. Ensuring all staff are aware of the indicators of imminent danger to a learner and what action they can reasonably provide to help make them safe     6. Keeping a regularly updated critical incident and emergency procedures manual to guide staff in an emergency which contains immediate and ongoing actions required including:        1. Engaging with relevant Government agencies        2. De-briefing process to support all learners and staff     7. 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. | **Online**  Weekly PTE meetings  Monthly Provider/PTE meetings  Monthly Tutor Hui  Monthly Student Voice Rep Hui  Monthly Education Leaders Hui  **Face to face**  5 weekly one on one meetings with all learners  Quarterly Education Leaders Hui  Site visits to all providers twice per year  PD on cultural diversity / Te Tiriti 0 Waitangi through Pathways Awaura,  Education Managers meetings  Privacy Act part of the induction process  Professional development at induction and ongoing  PTE holds monthly Tutor Hui which focus on an area of PD. Moderation results and EM hui's inform if there is a need to provide PTE wide PD to tutors  Staff Directory has been updated to record Professional Development. Much PD is provided at a local level with gaps identified at a local level too. The PTE is establishing a process to update the staff directory more systematically  National Council requirement that all staff complete Safeguard training  Individual provider PD carried out, including supervision, Mana Taiohi, cultural training etc.  Covered in NZCFSL1 & 2 unit standards including projects  PTE have created a central incident and injury form so that this is timely reported  Have been awarded the DFQM which has provided PD to staff, this is included in the Induction and will provide on-going development for staff. Have created DFQM champions for each site and this group will meet to discuss any challenges or initiatives that need discussion. Have a MoU with Dyslexia Consulting to provide screening for learners. Quality & Academic Manager is enrolled in PD to become a dyslexia screener. The DFQM also requires annual self-assessment  Have transitioned to Microsoft Teams Classroom platform, however many learners do not have the App on their phone so decided that this would not be an effective way to communicate to learners. Staff currently store learners phone numbers on work phone and also create Facebook messenger groups for chat functions  Each provider has their own health and safety procedures. PTE has an Incident Management policy which requires any local incident be reported centrally to the PTE using the Incident reporting form.  The PTE is aware that providers are not reporting all incidents.  The PTE has not defined what a critical incident is and does not currently report these publicly | Meeting notes and site visit reports held in SharePoint  Induction checklists  Tutor Hui are recorded and saved in SharePoint  Professional Development folder in SharePoint contains resources and recordings of PD sessions  Recordings and notes of MH101  Annual tutor survey results  Provider annual self-assessment  PTE and provider Incident register and reports | PTE to add PD to Monthly meetings so that PD can be updated at a National level on the Staff Directory  Professional Development Supporting educator practice is an identified improvement area for 2024  Ensure that providers report all incidents to the PTE using the centralised form, communicate the compliance with the Code to all providers.  Define what a critical incident is and publish updated policy  Update the Incident reporting form to capture relevant information/theme of the incident and to identify what corrective action was taken including de-brief etc  Ensure that a self-review of incidents occurs (diverse learner, theme, location)  Publish a summary of incidents on website in an infographic |
| **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 | | **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?** |
| Process 1 | **Learner Voice**  Providers must have practices for;   * 1. Proactively build and maintain effective relationships with diverse learner groups   2. Work with diverse learners and their communities to develop, review and improve learner wellbeing and safety strategic goals, plans and practices   3. Providing formal and informal processes to actively hear, engage with, and develop the diverse range of learner voices and their communities   4. 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   5. Providing timely and accessible information to learners to increase transparency of providers’ decision-making processes. | 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  The SVR also lead individual weekly or twice monthly class hui to gather peer’s feedback on what is working well and not so well at a local/provider level  5 weekly one-on-one meetings implemented for all students with their tutors to check in.  Regular feedback process implemented for students to provide feedback across their learner journey.    Consideration being given to having more youth participation across the functions of the Y, including Y Education, from Governance through to operations.  PTE created a Wellbeing survey to specifically ask learners about these outcomes    Active promotion of events aimed at learners such as Mental Health Awareness Week and Dyslexia Awareness Week etc | SVR Hui notes  Learner feedback reports  Providers hui notes and self-assessment  PTE Team and EM hui notes  Pastoral Care and 5-weekly hui notes for all learners | Publish a newsletter on what changes or progress has been made  PTE to consider a model for appropriate youth participation |
| Process 2 | **Learner Complaints**  Providers must   * 1. Work with learners to effectively respond to and process complaints, including appropriate engagement with support people)   2. Inform learners on how the complaint will be handled and progress.   3. Handle complaints in a timely and efficient way, and have practices that;      1. Are appropriate to the level of complexity and sensitivity,      2. considers cultural perspectives and responsiveness   4. 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 reprisal and ensuring that an opportunity for a support person is provided   5. Complaints must be recorded, and   6. Reported annually to management, learners, other stakeholders and the code administrator, including on the provider website, including      1. the number and nature of complaints      2. Learner experience with the complaints process and outcomes   7. Promote and publicise complaint and dispute resolution process   8. Advise learners on next step if an appropriate resolution has not been reached | QMS 4.05 Complaints Policy has been updated – uses principles of accessibility, independence and fairness.  Complaints are dealt with in-house, generally classroom management, very rare to receive major complaints and shared at the induction.  A new feedback form has been created for improvements, complaints or general feedback, this is available on the website, in all classrooms via a QR code and online in the Teams classroom.  Complaints are not currently published publicly nor is information about the Dispute Resolution Process | Learner handbook  QMS  Complaints Policy  National website  Feedback register | Publish the DRS process on website  Ensure that a self-review of complaints occurs (diverse learner/theme/severity)  Publish a summary in an infographic of the number and nature of complaints received annually |
| Process 3 | **Compliance with the Dispute Resolution Scheme**   * 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, Learner Handbook and published into website |

**Part 4 – Wellbeing and safety practices for all tertiary providers**

**Physical and digital learning environments**

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| **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 | | **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?** |
| Process 1 | **A safe and inclusive communities**   1. Providers must have practices for:    1. Reducing harm to learners resulting from discrimination, racism, bullying, harassment, and abuse (including physical and sexual) including:    2. Working with learners and staff to recognise and respond to discrimination    3. Promoting an inclusive institutional culture    4. Upholding the cultural needs and aspirations of all groups    5. Providing all learners with information       1. That supports understanding, acceptance, and connection with all learners, including a collective responsibility for an inclusive learning environment       2. About the cultural, spiritual and community supports available to them    6. Provides learners with accessible learning environments where they can connect with others, build relationships, support each other, and welcome their friends, families and whānau | The Y values and commitment to community fully supports safe and inclusive communities. It is who we are and what we stand for.  Providers, due to close association with Youth Work align with Vulnerable children’s Act requirement and Safeguarding policies.  Y Education Code of Conduct encompasses expected behaviours, including reducing harm to learners and what it means to be fair, impartial, responsible and trustworthy.  Whanau and support people are included throughout the learner's journey  Tutors/Education Managers meet all learners in a one-to-one face to face meeting at least once per 5 weeks.  Tutors record all pastoral care notes in central student file.  Y Education programmes incorporate understanding diversity | QMS  Learner handbook  Site visits & observations  Engagement and attendance records  Retention and progression  Provider self-assessments  Pastoral Care notes and 5 weekly notes  Unit standard Diversity in the Workplace, communicate with people from other cultures etc |  |
| Process 2 | **Supporting learner participation and engagement**   1. Providers must provider learners with opportunities to:    1. Actively participate and share their views safely    2. Connect, build relationships and develop social, spiritual and cultural networks,    3. 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    1. Enabling learners to prepare and adjust for tertiary    2. maintaining appropriate oversight of learner achievement and engagement    3. Provide the opportunity for learners to discuss any issues affecting their ability to study in confidence    4. Provide learners with advice on pathways for further study options and career development where appropriate | PTE has been awarded the DFQM 2023-2026  Updated survey process to include first impressions, wellbeing and learning progress. Student Voice Hui and class hui occurs regularly  Use of ILP’s and student progress reports  SVR group  Programmes are embedded with Te Whare Tapa Whā model  NZCFSL1 & 2 prepares the learners for further study/pathways  Bi-cultural practices (Tikanga) implemented at a national and provider level  Relationships with other tertiary providers to provide pathway options beyond level 2 | Student enrolment and engagement processes  Te Tiriti Policy  Bi-cultural Plan (South & Mid Canterbury)  Progression rates  Graduate and post-graduate destination data | PTE to develop own bi-cultural plan |
| Process 3 | **Physical and digital spaces and facilities**   1. Providers must have practices for;    1. Providing healthy and safe learning environments    2. Identifying, and where possible, removing access barriers to providers facilities and services    3. Involving learners in the design of the physical and digital environments)    4. Engaging with Māori and involving Māori in the design of environments where appropriate | Minimum guidelines in place for wellbeing and support.  Provision of alternative learning options where sites are not appropriate for physically impaired or disabled learners  SVR group involved in policies and practices relating to digital and physical learning spaces  All sites are compliant with NZQA & PTE site requirements  Majority of sites are adequately resourced for digital spaces, with a small number requiring improved WiFi | Updated H&S legislation checklist and incorporated a provider self-assessment process  Site visits and observations  Provider self-assessment reports  NZQA site requirements met | PTE to work with providers to improve access to appropriate digital resources |
| **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 | | **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?** |
| Process 1 | **Information for learners about assistance to meet their basic needs**   1. Providers must have practices for enabling all learners and prospective learners, to identify and manage their basic needs, defined as ‘*the essential material requirements to support wellbeing and safety including housing, food and clothing’*. This includes providing timely, accurate information on how they can access:    1. 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    2. Access suitable accommodation and understand their rights and obligations as a tenant in New Zealand    3. maintain a healthy lifestyle. 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 | National and local youth services are promoted by staff and on noticeboards. National youth services are promoted in learner handbook  One on one relationships in place with our learners ensures that we know where our learners are at re. their basic needs and support requirements  Content of our programmes is aligned with the Te Whare Tapa Whā model which ensures students are exploring and improving the four pillars of wellbeing.  Our providers have strong relationships with youth services including internal Y youth service staff.  Food is available at all sites as per our wellbeing guidelines | Photos  Site visits and observations  Provider self-assessment reports  Enrolment and interview forms, pastoral care notes, 5 weekly check-ins  Wellbeing guidelines |  |
| Process 2 | **Promoting physical and mental health awareness**  Providers must have practices for:   * 1. Providing opportunities and experiences for learners that improve their physical and mental wellbeing and safety   2. Promoting awareness of practices that support good physical and mental health that are credible and relevant   3. Supporting learners connection to their language, culture and identity   4. Provide accurate and timely information and advice to learners about:      1. How they can access medical and mental health services through the provider, community or public service      2. How they can report health & safety concerns they have for peers      3. How to respond to an emergency and engage with Government agencies      4. 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  Te Whare Tapa Whā model embedded into programmes  See above re student engagement and support practices and processers | Site visits and observations (Te Wiki o Te Reo Maori – team building, ropes, pepeha and boil up)  Support posters in classroom and noticeboards  Relationship with tutor and youth services  Provider self-assessment |  |
| Process 3 | **Proactive monitoring and responsive wellbeing and safety practices**   1. Providers must have practices for:    1. Requesting that domestic learners over 18 provide a name and up-to-date contacts details of a nominated person    2. Describing the circumstances in which (the above contact) can be contacted in relation to wellbeing and safety    3. Contacting the nominated contact if there is a concern regarding the wellbeing or safety of a learner    4. Enabling learners to communicate health and mental needs with staff in confidence, so that the provider can proactively offer them support    5. Providing opportunities for learners to raise concerns about themselves or others    6. Identifying learners at risk and having a clear pathway for assisting them to access services when they need it    7. Identifying learners who are at risk of harming others, and;       1. Having clear and appropriate pathwasy for assiting them to access services when they need it       2. Protecting learners and staff who experience harm from other learnes and/or staff, including sexual assult    8. Making arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate learning needs, including when required to study off campus    9. Responding to disruptive and threatening behaviour in a way that is sensitive to a learner’s situation    10. 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 2. Providers must have practices for having up-to-date contact details for learners under 18 and their next of kin 3. 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. | Enrolment, engagement and support practices and processes. Including:   * Attendance is followed up daily * 5 weekly check-ins * Pre-enrolment interview * Enrolment process and collection of personal information * Relationships in place with whanau and support people * Code of conduct and disciplinary procedures * Goal setting is embedded in programmes * DFQM and neuro-diverse champions at each site   Enrolment form includes next of kin | Enrolment Form  Privacy disclosure form  Information release form  QMS  Learner Handbook  Pastoral Care notes  Change to enrolment form  Engagement and re-engagement process/policy |  |