

# Kaupapa-here | National Pastoral Care Policy

## Mō wai me te whānuitanga | Audience and scope

This policy applies to:

- a) all employees of Te Pūkenga, including contracted staff, and secondees providing services for Te Pūkenga, and those on fixed-term contracts (collectively referred to as Kaimahi in this national policy); and
- b) where appropriate, Ohu Kaitiaki, which extends to all those operating at a governance level, including Council members and members of Council’s advisory committees.

## Mokamoka whakaaetanga | Approval details

<b>Version number</b>	1	<b>Issue date</b>	5 April 2023
<b>Approval authority</b>	Te Pūkenga Council	<b>Date of approval</b>	5 April 2023
<b>Policy sponsor (has authority to make minor amendments)</b>	DCE Learner Employer Experience and Attraction	<b>Policy owner</b>	DCE Learner Employer Experience and Attraction
<b>Contact person</b>	Simone Andersen	<b>Date of next review</b>	5 April 2024

## Ngā whakatikatika | Amendment history

Version	Effective date	Created/reviewed by	Reason for review/comment
1	5 April 2023	Simone Andersen	Initial version

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### Who needs to know what?

All kaimahi across Te Pūkenga	Pūtake   Purpose	<ul style="list-style-type: none"> <li>Page 3</li> </ul>
	Ngā Mātāpono   Principles	<ul style="list-style-type: none"> <li>Page 3</li> </ul>
	Ngā Haepapa   Responsibilities	<ul style="list-style-type: none"> <li>Page 4, sections 3.1 and 3.2</li> <li>Page 5, section 3.3</li> </ul>
Kaimahi working in digital and learning environments	Ngā Haepapa   Responsibilities	<ul style="list-style-type: none"> <li>Page 5, section 3.4</li> </ul>
Kaimahi working in student accommodation	Ngā Haepapa   Responsibilities	<ul style="list-style-type: none"> <li>Page 5, section 3.5</li> </ul>
Kaimahi working with international learners	Ngā Haepapa   Responsibilities	<ul style="list-style-type: none"> <li>Page 6, section 3.6</li> </ul>

## Kaupapa-here | Pastoral Care Policy

### 1. Pūtake | Purpose

- 1.1. The purpose of this National Policy is to support the wellbeing and safety of ākonga enrolled at Te Pūkenga through compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).
- 1.2. This National Policy sets out the obligations on Te Pūkenga (as a tertiary provider) under the Code and identifies guiding principles for achieving the outcomes required by the Code.

### 2. Ngā Mātāpono | Principles

- 2.1. Te Pūkenga takes a whole of provider approach to maintaining responsive wellbeing and safety systems for ākonga across the organisation that:
  - a) support wellbeing and safety for ākonga in their learning environment, including teaching and learning spaces (both physical and digital), ākonga communal areas, and student accommodation; and
  - b) takes into account the contexts and cultures in which ākonga learn.
- 2.2. Te Pūkenga creates and maintains support systems for ākonga in a way that upholds ākonga mana and autonomy, and helps them to feel:
  - a) Safe – physically and mentally
  - b) Respected for who they are
  - c) Supported in their learning and wellbeing
  - d) Connected with social and cultural networks.
- 2.3. Te Pūkenga ensures appropriate procedures, guidelines, and induction materials are current and in place so that kaimahi have clear guidance and are supported to understand what is expected of them to achieve the outcomes of the Code.
- 2.4. Te Pūkenga recognises the areas of overlap that exist between the wellbeing and safety obligations it has to a work-based learner enrolled at Te Pūkenga, and the obligations an employer has to that same person under applicable employment and health and safety legislation. Te Pūkenga will work with employers to document respective responsibilities in the tripartite agreement. This must include:
  - a) what the overlapping areas are and the respective roles and functions in those areas; and
  - b) the co-operation Te Pūkenga requires from employers to support its compliance with any additional requirements of the Code.
- 2.5. The rights and responsibilities of ākonga are set out in Te Kawa Maiororo (Te Pūkenga Academic Regulatory Framework) and other documents as advised by Te Pūkenga. This National Policy should be read in conjunction with Te Kawa Maiororo, and in the context of work-based learning, the

tripartite agreement entered into between the learner, the employer, and Te Pūkenga.

### 3. Ngā Haepapa | Responsibilities

Role	Responsibilities	Application
Te Pūkenga national office, business divisions and all kaimahi	<ul style="list-style-type: none"> <li>Sections 3.1, 3.2 and 3.3 below</li> </ul>	<ul style="list-style-type: none"> <li>Sections 3.1 to 3.5 set out responsibilities to all learners, both domestic and international.</li> </ul>
Kaimahi working in specific environments	<ul style="list-style-type: none"> <li>Sections 3.4 applies to kaimahi working in digital and learning environments</li> <li>Section 3.5 applies to kaimahi working in student accommodation</li> <li>Section 3.6 applies to kaimahi working with international learners</li> </ul>	<ul style="list-style-type: none"> <li>Section 3.6 sets out additional responsibilities in relation to international learners.</li> </ul>
Ohu Kaitiaki in their governance role	<ul style="list-style-type: none"> <li>All sections of this National Policy</li> </ul>	

#### A wellbeing and safety system

- 3.1. Maintain a wellbeing and safety system that honours Te Tiriti o Waitangi and responds to the diverse needs of learners. This must include practices to:
- a) Set strategic goals and strategic plans so that they:
    - i) contribute to an education system that honours Te Tiriti o Waitangi and supports Māori – Crown relations, and
    - ii) seek to understand and support all ākonga cultural needs and aspirations.
  - b) Set learner voice and wellbeing and safety goals, plans, and practices that are regularly self-reviewed and reported on
  - c) Establish responsive wellbeing and safety systems that identify and address concerns around ākonga wellbeing, and have plans for assisting ākonga to respond effectively in emergency situations
  - d) Provide kaimahi with ongoing training and resources that are appropriate to their role
  - e) Develop guidelines and procedures in a manner that aligns with the categories of requirements set out in sections 3.2 to 3.6 below
  - f) Fulfil whole of provider reporting requirements.

#### Diverse learner voices

- 3.2. Operate practices that seek to understand and respond to diverse learner voices. This must include practices to:
- a) Proactively engage with diverse ākonga and ākonga communities to actively hear their voices through formal and informal mechanisms, which must include:
    - i) practices to develop, review and improve learner wellbeing and safety strategic goals and plans.

- ii) appropriate and accessible resources to support ākonga and their communities to develop the necessary skills to participate fully in decision-making processes.
  - iii) provide ākonga with timely and accessible information to increase transparency of decision-making at Te Pūkenga.
- b) Promote and publicise complaint and dispute resolution processes available to ākonga, and provide an accessible and culturally responsive concerns and complaints process which must:
- i) enable ākonga complaints to be addressed in a timely and effective way, and
  - ii) include annual reporting on complaints and their outcomes, disaggregated by diverse learning groups, including the ākonga experience with the complaints process.

#### Physical and mental health

- 3.3. Operate practices that seek to support ākonga to be safe and well by understanding and responding to ākonga physical and mental health needs. This must include practices to:
- a) Enable ākonga to identify and manage their basic needs (including housing, food and clothing) by providing information on how to access relevant support services, and their rights and obligations as tenants.
  - b) Promote physical and mental health awareness by providing information, advice, and opportunities for ākonga to make positive choices in these areas.
  - c) Provide information and advice that enables ākonga to access medical and mental health services, report any concerns they have for their peers, respond to an emergency, and engage with relevant government agencies, and
  - d) Identify and respond to ākonga who need additional support through proactive monitoring and responsive services.

#### Physical and digital learning environments

- 3.4. Ensure wellbeing and safety practices are in place for physical and digital learning environments so that they are safe, inclusive, and accessible, and designed to support positive learning experiences of diverse learner groups. This must include practices that:
- a) protect ākonga from discrimination, racism (including systemic racism), bullying, harassment and abuse.
  - b) provide ākonga with opportunities to participate and share their views safely, connect with others, build relationships, support each other, welcome their friends and family / whānau, and to develop social, spiritual and cultural networks.
  - c) use te reo and tikanga Māori to support Māori ākonga connection to identity and culture.
  - d) support ākonga through their studies, and
  - e) identify and where possible remove barriers to accessing facilities and services.

#### Student accommodation

- 3.5. Ensure wellbeing and safety practices are in place so that student accommodation promotes and fosters a supportive and inclusive community which supports the wellbeing and safety of residents. This must include practices to:
- a) provide residents with clear, sufficient, accurate and transparent information about the type and nature of accommodation and services provided.

- b) work with residents to help them to understand their responsibilities in a communal environment, including those relating to diversity.
- c) provide residents with learning and peer support around self-care and wellbeing, and providing support to other residents, including what action to take in an emergency.
- d) ensure accommodation staff are fit and proper person/s for their role, and that they receive ongoing wellbeing support, and
- e) ensure appropriate oversight and support for residents, including for escalation of issues when they occur.

### International learners

3.6. International learners undertake additional obligations to respond to the distinct needs of international learners (including prospective learners) and safeguard the status of Te Pūkenga as a signatory to the Code. Requirements<sup>1</sup> must include practices that ensure:

- a) prospective international learners receive clear, accessible, accurate, and sufficient information to make informed choices about the study and services provided, and the obligations they will enter into under an enrolment contract.
- b) international learners have opportunities to participate in well-designed and age- appropriate orientation programmes, and continue to receive relevant information and advice to support achievement, wellbeing and safety.
- c) international learners are safe and appropriately supervised in their accommodation, and
- d) effective communication with the parent or legal guardian of learners under 18 years.

## 4. Ngā Tikanga | Definitions

Term	Definition
<b>Student accommodation</b>	means student accommodation which is exempt under section 5B of the Residential Tenancies Act 1986.
<b>Accessible</b>	means that all ākonga, especially disabled ākonga, can interact with Te Pūkenga in a way that is reasonable to meet their individual needs and promotes their independence and dignity.
<b>Ākonga/learner/student</b>	all mean the same thing and are used interchangeably. They refer to any person currently enrolled in study with Te Pūkenga, including apprentices and trainees, campus-based, or online, and include both domestic and international learners. <sup>2</sup>
<b>Learning environment</b>	refers to the diverse physical and digital locations (e.g., teaching and learning, communal, and student accommodation), contexts, and cultures in which ākonga learn.
<b>Practices</b>	mean the policies and processes implemented by Te Pūkenga to realise the

<sup>1</sup> The requirements listed relate to Pastoral Care obligations and in no way diminish the responsibility of Te Pūkenga to comply with all other requirements of the Code in relation to international learners, including managing agent relationships and ensuring clarity on the terms of the contract of enrolment.

<sup>2</sup> This includes secondary/tertiary pathway learners and non-standard enrolments (i.e., through Corrections and the Armed Forces).

	outcomes set out in the Code.
<b>Wellbeing and safety</b>	means having a positive frame of mind, resilience, satisfaction with self, relationships, and experiences and progressing towards learning outcomes sought. It also means being healthy and feeling secure.
<b>Learner voice</b>	is the expression of values, opinions, beliefs, perspectives, and cultural backgrounds of individual and groups of learners at Te Pūkenga. Learner voice creates opportunities for learners to improve their learning experience and contribute to decision-making and mahi at Te Pūkenga. Learner voice may be sought by Te Pūkenga or volunteered by learners or learner representatives.

## 5. Ngā Hononga ki Tuhinga kē | Links to Other Documents

<p><b>Ngā Kaupapa-Here e hāngai ana   Related policies</b></p> <ul style="list-style-type: none"> <li>• Te Pūkenga Wellbeing and Safety Policy <a href="#">Te Pūkenga Wellbeing and Safety Policy</a></li> <li>• Te Kawa Maiororo <a href="#">Te Kawa Maiororo</a></li> </ul>
<p><b>Ture whai take   Relevant legislation</b></p> <ul style="list-style-type: none"> <li>• Education (Pastoral Care of Tertiary and International Ākonga) Code of Practice 2021 - <a href="#">NZQA Pastoral-Care-Code-of-Practice English.pdf</a></li> <li>• Education and Training Act 2020 Schedule 13 Charter requirements - <a href="#">Education and Training Act 2020 No 38 (as at 01 January 2023), Public Act 319 Te Pūkenga—New Zealand Institute of Skills and Technology must establish regional divisions – New Zealand Legislation</a></li> <li>• <a href="#">Health and Safety at Work Act 2015</a></li> <li>• <a href="#">Human Rights Act 1993</a></li> <li>• <a href="#">Privacy Act 2020</a></li> </ul>