



Lakeland Learning

"Building Brighter Futures"

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice

Self-review Report

TEO Information

TEO Name	The Lakeland Learning Company Ltd		MoE number	9522
Code contact	Name	Helen Bateman	Job title	Director
	Email	Helen@lakelearn.co.nz	Phone number	0273500908
Current enrolments	Total number of domestic learners*	35	18 y/o or older	4
			Under 18 y/o	31
Report author(s)	Helen Bateman			

**Lakeland Learning has no international learners enrolments*

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 1.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: A learner wellbeing and safety system	Implemented
Outcome 2: Learner voice	Implemented

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Implemented
Outcome 4: Learners are safe and well	Implemented

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)
<p>Outcome 1: A learner wellbeing and safety system</p>	<p>Policies and procedures that maintain learner wellbeing and safety are embedded and applied consistently throughout our organisation.</p>	<p>1. The QMS, Staff, and Student Handbooks have been thoroughly reviewed and contain clear policies and procedures that outline how learner wellbeing and safety are maintained in our organisation.</p> <p>Supporting evidence: Updates were made to our Staff Handbook to include more detailed information regarding the Domestic Code, ‘Keeping your students safe’, ‘Maintaining a safe and inclusive learning environment’, our Pastoral Care Strategic Plan, our ‘Medical or Mental Health Emergency or Health or Wellbeing Concern Response Plan’, our ‘Critical Incident’ plan, and to ‘Student Issues, Concerns and/or Complaints’.</p> <p>The QMS was updated to reflect the updates.</p> <p>All staff received upskilling at staff meetings on the updated content of the QMS, Staff Handbook, and Student Handbook.</p> <p>The Health and Safety Manual was updated to include the newly developed ‘concern’ and ‘emergency’ referral forms, and the Critical Incident Plan.</p> <p>Updates were made to our Student Handbook to include more detailed information regarding ‘Student Induction: What to Expect, ‘Pastoral Care’, ‘Know the Code’, ‘Your Rights’, ‘Complaints’, ‘How a complaint is managed at Lakeland Learning’, ‘Medical Emergencies’, ‘Mental Health Emergencies’, ‘Discrimination, Racism, Bullying, and Harassment’, and ‘External Agencies: Where to Access Professional Help’.</p> <p>Supporting evidence Student Support Survey – Term 3 2022</p>

		<p>Students were asked if the Student Handbook provides them with sufficient information – 100% ticked ‘yes’.</p> <p>Student Evaluation: Induction Process - Term 1 2022 19 students, from 3 groups, were asked if the contents of the student handbook, student agreement, smoking and vaping, and drugs and alcohol policies had been clearly explained to them by their tutor. 100% selected ‘yes’, demonstrating the consistency of this aspect of the induction process across our organisation.</p> <p>2. Feedback from students and whanau was obtained from student evaluations, and from an independent review which was undertaken by an Advisory Board member. The findings were discussed at staff meetings, to ascertain that the policies and procedures are embedded and being applied consistently throughout our organisation.</p> <p>Supporting evidence: Student Evaluation: Induction Process - Term 1 2022 19 students completed this evaluation. An overall satisfaction rate of 97% was achieved for student induction as a whole.</p> <p>Student Voice: Independent Review with Bob Carson, Advisory Board member, Term 1 2022. All enrolled students and a random selection of whanau was asked for their feedback. 100% of students and whanau confirmed their complete satisfaction.</p>
<p>Outcome 2: Learner voice</p>	<p>Policies and procedures that enable us to understand and respond to diverse learner voices and well-being and safety needs in a way that upholds learner’s mana and autonomy are embedded and applied consistently throughout our organisation.</p>	<p>The QMS, Staff, and Student Handbooks contain clear policies and procedures that outline how diverse learner voices and safety needs are understood and responded to in a way that upholds learners’ mana and autonomy.</p> <p>Regular feedback from students and whanau is obtained from student evaluations, student voice, and independent discussions with an Advisory Board member. This information will be discussed at Staff and Advisory Board Meetings, to ascertain that the policies and procedures are embedded and being applied consistently throughout our organisation.</p>

Supporting evidence:

Student Support Survey – Term 3 2022

This survey was completed by students from all three teaching groups and captured data from the male/female/gender-diverse communities, the Māori/European/Other communities, as well as those students with a learning and/or physical disability:

Students	Female	Male	Diverse	Total
Total	22	11	4	37
Māori	11	2	0	13 (35%)
European	9	7	4	20 (54%)
‘Other’	2	2	0	4 (11%)
Learning disability	4	2	0	6 (16%)
Physical disability	2	2	0	4 (11%)

Students were asked to make judgments on their experiences relating to:

- Their experiences from the point at which they enquired about our courses and attended an interview, through to the induction process on their first day of enrolment. Students were asked if they had received all the information and support they needed - 97% said ‘yes’, and that we did not need to do anything differently. One student commented that you can learn a bigger range of skills at school, which is correct, but those differences are highlighted in all interviews.

		<ul style="list-style-type: none"> • Their learning environment – 100% of the students ticked all of the boxes to indicate that their learning environment is: Positive Professional Inclusive Respectful Supportive Safe (physically and mentally) Free from discrimination and bullying Enables students to connect and build relationships with each other Enable students to support each other Respects and supports individual cultures and cultural needs Encourages feedback and gives students a voice Keeps students informed of their progress <p>86% of students said there is nothing we need to do differently, although three students said they would like longer lunch breaks (but not a longer day).</p> <ul style="list-style-type: none"> • Physical and mental health support – 96% of students said there is nothing we need to do nothing differently, but a comment was made to suggest that more vegetarian food should be provided. Vegetarian options are available, all of which are provided free of charge, but an audit was done to assess if more could be done, and the issue was addressed. The Director noted that students were perhaps unaware of the options available to them, and this could be attended to at induction. • Students were asked if there is anything else we could do better or differently to improve on the physical and mental health support provided – 100% said ‘no’.
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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	Our learning environments are safe and culturally responsive and support positive learning experiences for all our learner groups.	1. The QMS, Staff and Student Handbooks, and Student Agreements contain clear policies and procedures that specify the expected standards of behaviour, and staff and students are familiar with, and understand the discipline procedure that is followed in the event the expected standards are not met. <u>Supporting evidence</u> Student Support Survey – Term 3 2022 <ul style="list-style-type: none"> • Students were asked if their learning environment is safe (physically and mentally) and free from discrimination, bullying harassment and abuse – 100% ticked ‘yes’. • Students were asked if their learning environment respects and supports individual cultures and cultural needs – 100% ticked ‘yes’.
Outcome 4: Learners are safe and well	All of our learners, and particularly those at risk, are supported to manage their physical and mental health through information and advice, and those who are at risk are identified, responded to, and monitored.	1. All tutors undertake as a minimum either Blueprint MH101 or St John Mental Health First Aid to equip them to respond to students experiencing mental health challenges. <u>Supporting evidence</u> <ul style="list-style-type: none"> • QMS policies and Staff Training Log 2. Individual student well-being is discussed at regular Staff Meetings, and where necessary, a plan of action is implemented. <u>Supporting evidence</u> <ul style="list-style-type: none"> • Staff meeting minutes 3. Staff complete ‘Student Health/Well-being Concern’ forms, which are passed to the Director for immediate review. The

		<p>next of kin or nominated person is contacted, a plan of action is implemented, and referrals are made to appropriate agencies if required.</p> <p><u>Supporting evidence:</u> In the year to date, two ‘Student Health/Well-being Concern’ forms have been completed, one by each of the two tutors. The QMS was followed, action plans were put in place and student safety was maintained in both instances.</p> <p>4. Student Handbooks contain the contact details of the main agencies that are available to give assistance.</p> <p><u>Supporting evidence</u> Student Support Survey – Term 3 2022</p> <ul style="list-style-type: none"> • Students were asked if the Student Handbook provides them with sufficient information about free professional services to support them, including in an emergency – 100% ticked ‘yes’. <p>5. Physical health and well-being are embedded within all programmes, and Te Whare Tapa Wha is used as our model with students for understanding overall health and well-being.</p> <p><u>Supporting evidence</u></p> <ul style="list-style-type: none"> • Programme Documents and Student Files
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