

Pastoral Care of Domestic Tertiary Students STRATEGIC PLAN 2022 to 2025



OUR VISION

To ensure all students attending Lakeland Learning receive the best possible pastoral care.

OUR PURPOSE

To provide safe and inclusive learning environments in which our students can flourish.

OUR OBJECTIVES

The things we will do which will contribute to achieving our purpose.

- Take an organisation-wide approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners.
- Understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds learner's mana and autonomy.
- Foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.
- Support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.

OUR OUTCOMES

The change/benefit we will see as a result of our actions.

- Policies and procedures that maintain learner well-being and safety are embedded and applied consistently throughout our organisation.
- Policies and procedures that enable us to understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds learner's mana and autonomy are embedded and applied consistently throughout our organisation.
- Our learning environments are safe, culturally responsive and support positive learning experiences for all our learner groups.
- 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.

OUR VALUES

These values underpin everything we do and the behaviours we expect.

We act with kindness, empathy, and generosity at all times

We support, respect, and encourage each other

We put our students at the centre of teaching and learning

We embrace diversity and foster inclusivity

We welcome, hear, and respect every voice

We set lofty goals and celebrate each other's successes

How we will give effect to the outcomes sought and processes required by this code

Outcome	How this outcome will be achieved
<ul style="list-style-type: none"> Policies and procedures that maintain learner well-being and safety are embedded and applied consistently throughout our organisation. 	<ul style="list-style-type: none"> The QMS, Staff and Student Handbooks contain clear policies and procedures that outline how learner well-being and safety is maintained in our organisation. 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.
<ul style="list-style-type: none"> Policies and procedures that enable us to understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds learner's mana and autonomy are embedded and applied consistently throughout our organisation. 	<ul style="list-style-type: none"> 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 learner's mana and autonomy. 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.
<ul style="list-style-type: none"> Our learning environments are safe, culturally responsive and support positive learning experiences for all our learner groups. 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Individual student well-being is discussed regularly at Staff Meetings, and where necessary, a plan of action is implemented. Referrals are made to appropriate agencies if required. Student Handbooks contain the contact details of the main agencies that are available to give assistance.

	<ul style="list-style-type: none"> Physical health and well-being is embedded within all programmes, and Te Whare Tapa Wha is used as our model for understanding overall health and well-being.
How we will contribute to an education system that honours Te Tiriti o Waitangi and supports Māori–Crown relations	
Principle	How this Principle will be achieved
Partnership	<ul style="list-style-type: none"> By engaging purposefully with our Māori community By having an ‘open-door’ policy that welcomes and values our whanau By including place based learning that strengthens identity and reinforces a sense of belonging By having Māori representatives on our Advisory Board By achieving equity for our Māori students By ensuring all students have a voice that is listened to and respected
Participation	<ul style="list-style-type: none"> By valuing, validating, and protecting local knowledge through place-based learning By normalising the use of te reo Māori By learning and including tikanga at course
Protection	<ul style="list-style-type: none"> By working to strengthen home-course relationships By ensuring Māori participate in course decision making By ensuring our environment reflects the biculturalism of Aotearoa By ensuring the aspirations of Māori whānau are reflected in course planning By achieving equity for Māori