



Lakeland Learning

"Building Brighter Futures"

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

Self-review Report 2023

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	07 378 4321
Current enrolments	Total number of domestic learners*	34	18 y/o or older	2
			Under 18 y/o	32
Report author(s)	Helen Bateman			

**Lakeland Learning has no international learner enrolments*

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

Review Summary

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

	Review undertaken and summary of performance based on gathered information	Evidence used to support our conclusions
<p>Outcome 1: A learner wellbeing and safety system</p>	<p>Process 1: Strategic goals and strategic plans</p> <p>What we reviewed:</p> <ul style="list-style-type: none"> • <u>Our Pastoral Care of Domestic Tertiary Students Strategic Plan 2022 to 2025</u> <p>The purpose of the review: To ensure our Pastoral Care of Domestic Tertiary Students Strategic Plan 2022-2025 continues to meet the requirements of the Code and remains fit for purpose, and to measure our progress towards the outcomes sought.</p> <p>Who was involved in the review: The Director Our Advisory Board Our staff Our students</p> <p>What the review told us: From the feedback obtained, we can confidently conclude that our Strategic Plan and our implementation of it, continues to meet the requirements of the Code and continues to be fit for purpose. We have made good progress towards the outcomes sought in the Strategic</p>	<p><u>Advisory Board Feedback</u> The Advisory Board concluded that the Pastoral Care of Domestic Tertiary Students Strategic Plan remains fit for purpose. It was noted how we now have a strong team of tutors who are normalising some of the cultural and Te Reo aspects of the Plan and have good links with the community broaden the place-based learning aspects of the Plan.</p> <p><u>Staff Review: Summary of Progress Towards Our Strategic Plan</u></p> <p>1. <u>How we will give effect to the outcomes sought and the processes required by this code:</u></p> <p>Staff concluded that overall our strategic objectives are being met. The objectives they felt we are doing particularly well are:</p> <ul style="list-style-type: none"> - Take an organization-wide approach to maintain a strategic and transparent learner well-being and safety system that responds to the diverse needs of our learners. - Understand and respond to diverse learner voices and well-being and safety needs in a way that upholds learner’s mana and autonomy. - Support learners to manage their physical and mental health through information and advice and identity and respond to learners who need additional support. <p>Staff concluded they could strengthen their classroom provision for neurodiverse learners. Whilst we achieve excellent results with these learners, they felt they could do more and identified some professional development they would like to undertake.</p>

	<p>Plan, but there are some areas that we will develop further in the next 12 months.</p>	<p>Staff concluded that overall our strategic outcomes are being met. The outcomes they felt we are achieving particularly well are:</p> <ul style="list-style-type: none"> - Policies and procedures that maintain learner well-being and safety are embedded and applied consistently throughout our organization. - Our learning environments are safe, culturally sensitive and support Positive learning experiences for all our learner groups. - All of our learners, and particularly those that are 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. <p>2. <u>How we will contribute to an education system that honours Te Tiriti o Waitangi and Supports Māori-Crown relations:</u></p> <p>Staff concluded we do the following well:</p> <ul style="list-style-type: none"> - Having an ‘open-door’ policy that welcomes and values our whanau. - Having Māori representatives on our Advisory board. - Ensuring all students have a voice that is listened to and respected. - Working to strengthen home-course relationships. - Ensuring Māori participate in course decision making - Ensuring our environment reflects the biculturalism of New Zealand. <p>Staff felt they have begun to implement the following in their classroom practice, but intend to develop further:</p> <ul style="list-style-type: none"> - Including place-based learning that strengthens identity and reinforces a sense of belonging. - Valuing, validating, and protecting local knowledge through place-based learning. - Normalising the use of Te Reo Māori. - Learning and including Tikanga at course. - Ensuring the aspirations of Māori Whanau are reflected in course planning.
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		<p>Staff also acknowledge, that whilst our Māori students outperform the sector average for all Youth Guarantee Māori students, we do not always achieve complete equity between our own Māori and non-Māori students. That said, there are occasions when our Māori students outperform our non-Māori students. Staff noted that some action has already been taken and implemented to improve some of these points. For example, the tutors have put together a term schedule for activities in the Taupo area that involves learning about matauranga Māori knowledge and developed learning activities for learners to do in the classroom. The tutors are also working together to increase the normalisation of Te Reo Māori in class by having Kupu of the Day and Whakatauki of the week.</p> <p>Staff also noted that normalising Te Reo Māori and tikanga into their classroom practice will improve equity for Māori learners. They also identified some professional development to help with this: 'Supporting Māori Learner Success', and 'Applying and Enhancing Māori Learner Success'.</p> <p><u>Implementing our Strategic Plan - Student Feedback</u></p> <p><u>Student Support Survey Term 3 2023 (Question 2)</u></p> <p>Twenty students completed this survey. Eleven were male, nine were female. None identified themselves as being gender neutral. Seven identified as being Māori, ten as European, and four as 'other'. Eight identified as having a learning disability, two as a physical disability and one as belonging to a marginalised community.</p> <p>The outcome sought as required by the Code: Our learning environments are safe, culturally responsive and support positive learning experiences for all our learner groups.</p> <p>The students were asked to think about their experience as a student at Lakeland Learning and to tick the boxes that they think describes their learning environment:</p> <ul style="list-style-type: none"> - Positive - Professional - Inclusive - Respectful
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	<p>Process 2: Self review of learner wellbeing and safety practices</p> <p><u>There were no critical incidents or emergencies during 2022, therefore we were unable to review the number and nature of such incidents, or the way in which such incidents were managed, as required by the Code.</u></p> <p>What we did review:</p> <ul style="list-style-type: none"> • Our learner wellbeing and safety practices policies and procedures to ensure they continue to meet the requirements of the Code and are still fit for purpose. • Our Critical Incident and Emergencies Procedures Manual to ensure it remains fit for purpose. <p>Who was involved in the review:</p>	<ul style="list-style-type: none"> - Supportive - Safe (physically, and mentally) - Free from discrimination, bullying, harassment, and abuse - Enables students to connect and build relationships with each other - Enables 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>90% ticked all of the boxes. Two students identified one occasion where one student had harassed another. The matter was dealt with through our Discipline Procedure. 100% said there is nothing we could do to improve the learning environment.</p> <p><u>Student Support Survey Term 3 2023 (Question 3)</u></p> <p>Outcome sought as required by the Code: 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.</p> <p>The twenty students were asked think about the support available to them to help them manage their physical and mental health and wellbeing and to keep them engaged in their learning and to tick all the boxes below that they think describes this support:</p> <ul style="list-style-type: none"> - The Student Handbook provides me with sufficient information about free professional services that are available to support me with my health and wellbeing, including in an emergency - I can ask my tutor or Helen for physical or mental health support, even outside of course hours - The Student Handbook clearly explains how my privacy will be maintained and the circumstances in which a member of staff may need disclose information about me to my next of kin or nominated person
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	<p>The Director Bob Carson (Advisory Board Member) Our staff Our students</p> <p>What the review told us: Our learner wellbeing and safety practices policies and procedures continue to meet the requirements of the Code and remain fit for purpose.</p> <p>Our Critical Incident and Emergencies Procedures Manual remains fit for purpose and continues to meet the requirements of the Code.</p>	<ul style="list-style-type: none"> - I have access to things at course that would help me manage my basic needs if need be (such as food/snacks, a place to take a shower, and/or transport assistance to course if required) - My tutor encourages students to maintain a healthy lifestyle and if need be, supports us in ways that helps us to improve mental or physical health and wellbeing - I know if my mental or physical health is affected my tutor will support and encourage me to remain engaged and continue learning (either on or off site, if necessary) <p>100% ticked all of the boxes. 100% said there was nothing we could do better or differently.</p> <p><u>Director’s Review</u> The Director confirmed that the updates that were made to our Staff Handbook and subsequent upskilling of staff in 2022 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’ has ensured our policies and procedures are clearly communicated to all staff and have provided the basis for our everyday practice since.</p> <p>The Director confirmed that the new procedure for reporting any mental health concern, using the ‘Mental Health Concern Form’ was utilised on two occasions in 2023, ensuring that concerns for student wellbeing were shared with the Director, and a plan of action was implemented on each occasion. In both instances, the students remained safe and successfully completed their studies.</p> <p>The Director confirmed that the updates made in 2022 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’ and the Student Induction Evaluation has ensured all students receive the same information at Induction.</p>
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<p>Outcome 2: Learner voice</p>	<p>Process 2: Learner complaints <u>We received no complaints during 2022, therefore we were unable to review the number and nature of complaints and their outcomes or the learner experience with the complaints process, as required by the Code.</u></p> <p>What we did review:</p> <ul style="list-style-type: none"> • Our organisation definition of a complaint • Our Complaints Procedure <p>Who was involved in the review: The Director Our Advisory Board Our staff Our students</p> <p>What the review told us: Our Complaints Procedure remains fit for purpose and continues to meet the requirements of the Code.</p>	<p><u>Our organisation definition of a complaint:</u> We asked students for their input on what they think a complaint is. Their ideas were used as a basis for a definition, which was then reviewed and approved by the staff and the Advisory Board. Lakeland Learning’s definition of a complaint is:</p> <p>‘A complaint is an expression of dissatisfaction about something that is seen as wrong or not good enough, particularly when an issue has been raised by a student and the way in which it has been managed is considered unsatisfactory, unfair, or unacceptable.’</p> <p><u>Advisory Board Feedback:</u> Having reviewed the information made available to our students in the Student Handbook regarding our Complaints Procedure, the process that we would follow and the documentation we complete in the event of a complaint, the Advisory Board concluded that the procedure is very comprehensive and well covered in just two pages, very clear, very helpful and very reassuring for students. It was felt that no additions or changes were necessary.</p> <p><u>Staff and Student Feedback – Student Voice:</u> In June and August of 2023 students were asked to provide feedback to their tutors about the Complaints Procedure as outlined in the Student Handbook and on display in each learning space. Tutors noted that our students have a good understanding of term ‘complaint’ and have a clear understanding of the difference between an internal and external complaint. Students noted that they felt very confident approaching their tutor about something they were not happy about and felt their first port of call would be their tutor. They noted that if their tutor didn’t deal with a complaint properly they could approach Helen or Bob (Advisory Board Member). Students said that the complaints procedure seem straightforward, and timeframes for action seem fair. They also noted that ‘Talk, Meet Resolve’ seems straightforward, and the idea of having a mediator seems really fair. Students confirmed they would be confident contacting NZQA if all other avenues were exhausted. Staff were satisfied the Complaints Procedure remains fit for purpose.</p>
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Findings from our review of our compliance with the key required processes 2022-2023

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

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	None
Outcome 2: Learner voice	None

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	None
Outcome 4: Learners are safe and well	None

