



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

Self-review Report 2024

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	35 (Lakeland Learning has no international learner enrolments)	18 y/o or older	4
			Under 18 y/o	31
Report author(s)	Helen Bateman			

Preamble: At Lakeland Learning we draw strength from being small and specialised, enabling tutoring methods to remain flexible and programmes to be sufficiently individualised to accommodate each student's needs. Students work in a highly supportive and caring environment and are tutored by well qualified staff. At Lakeland Learning we operate as a whanau and not as an institution. We have created a culture of inclusiveness and friendliness in which students can learn without fear and achieve their goals.

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
Outcome 1: A learner wellbeing and safety system	<p>Process 1: Strategic goals and strategic plans</p> <p>What we reviewed:</p> <ul style="list-style-type: none"> Our Pastoral Care of Domestic Tertiary Students Strategic Plan 2022 to 2025 <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</p> <p>What the review told us: From the feedback obtained, we can confidently conclude that once again, 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 continued to make good progress towards the outcomes sought in the</p>	<p><u>Advisory Board Feedback</u> The Advisory Board once again concluded that the Pastoral Care of Domestic Tertiary Students Strategic Plan remains fit for purpose. It was noted that Iwi-focussed place-based learning has been fully embedded into all of our programmes.</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 our strategic objectives and outcomes are being met. In 2023, staff identified that the objective ‘foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups’ needed further work to ensure all neuro-diverse students’ needs were being met. In this year’s review, staff felt that the work that was done last year on neurodiversity has been useful. Staff discussed the need to use and revisit those resources when planning lessons and activities, and when co-constructing support plans with the students.</p> <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 that the following is done well:</p> <ul style="list-style-type: none"> - Having an open-door policy that welcomes and values our whanau. - Having Māori representation on the Advisory Board. - Embedding place-based learning into our programmes and creating opportunities for all students to experience trips and activities which value the

	<p>Strategic Plan, but there are some areas that we will develop further in the next 12 months.</p>	<p>knowledge and history of our local Iwi as well as local sites of cultural significance.</p> <ul style="list-style-type: none"> - Ensuring all students have a voice which is respected and listened to. - Working to strengthen home-course relationships. - Valuing what our students bring with them in terms of identity and cultural capital. - Ensuring that students and Māori students in particular, participate in course decision making. - Ensuring our environment reflects the bicultural nature of New Zealand. - Including whanau aspirations in the Student Support and Wellbeing Plans and considering these when supporting students with course choices and pathways. - Ensuring all students have a voice that is listened to and respected. - Ensuring the aspirations of Māori Whanau are reflected in course planning. <p>Staff concluded the following are an ongoing journey, that they are working together:</p> <ul style="list-style-type: none"> - Normalising the use of Te Reo in classrooms and in the resources used. Staff concluded they can do more to promote the use of Te Reo Māori. Whakatauki of the week and kupu of the day went well for a while last year but have not been prioritised this year. Staff decided to use Te Wiki O Te Reo Māori this year to relaunch the use of Te Reo and to get the students involved and speaking Te Reo Māori. - Including more tikanga at course. <p>Whilst our Māori students outperform the sector average for all Youth Guarantee Māori students, and there are times when our Māori students outperform our non-Māori students, we do not always achieve complete equity between our Māori and non-Māori students. Staff concluded they need to prioritise ways of learning such as collaborative learning, tuakana/teina and discussion/unpacking of ideas and key concepts with students which they know are more likely to engage our Māori students and ensure their success. Planning activities and deliberate acts of teaching to target increased engagement and improved outcomes is the responsibility of the tutoring staff. Staff intend to identify opportunities to create learner groups from across the three rooms to deliver teaching and intend to action this moving forward. Staff agreed that when new resources are added to the existing ones, they need to ensure that they include texts and topics which offer a Māori worldview and will be</p>
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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 2023, 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: The Director Advisory Board 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>of interest to Māori students and ensure that texts and topics which offer positive portrayals of Māori, focus on Māori success and embrace mana Motuhake are chosen.</p> <p><u>Implementing our Strategic Plan - Student Feedback</u></p> <p><u>Student Support Survey Term 3 2024 (Question 2)</u></p> <p>Seventeen students completed this survey. Five were male, twelve were female. None identified as being gender neutral. Nine identified as being Māori, six as European, and two as 'other'. Four identified as having a learning disability, none as having 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 - 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>100% ticked all of the boxes. 100% said there is nothing we could do to improve the learning environment.</p>
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	<p>Our Critical Incident and Emergencies Procedures Manual remains fit for purpose and continues to meet the requirements of the Code.</p>	<p>One female 'Other' student said "I was told everything up front. I agree with everything. My first day was good. I was able to get straight into it and tutors are way better than mainstream and everything is well run and is a good place to be". One Māori male student said, "Helen explained everything really well".</p> <p><u>Student Support Survey Term 3 2024 (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 seventeen 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 - 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.</p>
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		<p>demonstrating the consistency of this aspect of the induction process across our organisation.</p> <p><u>Review of our Critical Incident Manual</u></p> <p><u>Our organisation definition of a critical incident is:</u></p> <p>The Director and Advisory Board reviewed our definition, and it was agreed that for us a critical incident continues to be any traumatic event, or the threat of such, out of the range of normal experience, which is sudden, overwhelming, threatening, or protracted, affecting students, staff, visitors, and/or property, requiring immediate responsive action.</p> <p><u>Director's Review:</u> The Director undertook a review of our Critical Incident and Emergencies Procedures Manual. No amendments or additions were needed.</p> <p><u>Advisory Board Review:</u> The Advisory Board undertook a review of our Critical Incident and Emergencies Procedures Manual. No amendments or additions were needed.</p> <p><u>Staff Review:</u> Staff agreed that the Critical Incident and Emergencies Procedures Manual required no changes and remains fit for purpose.</p>
<p>Outcome 2: Learner voice</p>	<p>Process 2: Learner complaints <u>We received no complaints during 2023, 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 Complaints Procedure 	<p><u>Our organisation definition of a complaint:</u></p> <p>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></p>

	<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>The Advisory board concluded that our definition of a complaint remains fit for purpose. 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 remains comprehensive, and is 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 September of 2024 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 understand their rights under the Code and have a good understanding of term ‘complaint’ and a clear understanding of the difference between a concern and a complaint. It was noted that they understand they can approach their tutor about something they are not happy about. They noted that if their tutor didn’t deal with a complaint properly, they could approach Helen or an Advisory Board Member. Students said that they would need to look at the procedure to remind themselves if they needed to make a complaint, but said they knew it was in the Student Handbook and displayed on the classroom wall. Staff are 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 2023-2024

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

