

Skills4Work

Code of Practice for the Pastoral Care of Akonga/Learners

Background

Skills4Work has an all of organisation commitment to empowering and ensuring the wellbeing and safety of our akonga/leaners be it mentally, physically, or spiritually. We are proud to be a signatory to *The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021* and have implemented the measures to provide a safe and inclusive learning environment. Skills4Work has continued to thoroughly engage in and undergone a self-review of our internal practices and attestation against the Code of Practice.

A copy of the *Skills4Work 2024 Self Review Report* can be found below.

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	Well implemented
Outcome 2: Learner voice	Well implemented

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well, implemented
Outcome 4: Learners are safe and well	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)
Outcome 1: A learner wellbeing and safety system	<p>An all of organisation approach is taken to managing the safety & wellbeing of all akonga/learners. Learner wellbeing and safety is effectively managed throughout the organisation beginning with trainers, managers and the leadership team. Practices and objectives are well embedded throughout the organisation and closely monitored by the leadership team.</p> <p>In addition, our strategic objectives, organisational values, iwi engagement plan, leadership team meeting minutes, learner representative council meeting minutes and self-assessment activities are some of several formal measures that support the wellbeing and safety of our akonga/learners.</p> <p>Our training centres in Northland, Auckland and Christchurch as well as our mobile training units and Butchery/Bakery Training Advisors who work with apprentices have plans and procedures in place for reporting issues or concerns. Critical incidents are clearly defined, with clear accountabilities, roles, escalation points and response mechanisms.</p> <p>Learner surveys are conducted throughout the year. Staff surveys and staff meetings are conducted regularly and are reviewed throughout the year and feedback acted upon where necessary.</p>	<ul style="list-style-type: none"> • Statement of Intent • Strategic Plan • Business Plan • Organisational Values • Leadership meeting minutes • Student Code of Conduct • Diversity Calendar • Learner induction • Surveys • Induction for Tutors/Trainers/Advisors • Learner Representative Council (LRC) meetings minutes • Monitor/review our learner satisfaction levels through regular and ongoing evaluation surveys. All results are group reviewed by the Leadership team, Programme Manager, and Pastoral Care Officer and recommendations for change moved and implemented. • Skills4Work ensures that all feedback and recommended changes are communicated back to the akonga/learners though LRC meetings and via the student notice boards. • Regular one on one catch ups are held between trainer and akonga/learners to assist with pastoral

	<p>All staff and learners must comply with Skills4Work Code of Conduct.</p> <p>We raise awareness of cultural, neurodiversity and inclusion through proactive campaigns such as anti-bullying, and acknowledgement, encouragement and celebration of our akonga/learners' diverse cultures, neurodiverse learning abilities, heritage, future dreams and aspirations.</p> <p>Skills4Work has in place a robust akonga/learner complaint process for informal and formal complaints, detailing the escalation process, timeframes, the feedback loop, and outcome of complaints. This process is well promoted amongst both learners and staff.</p> <p>Skills4Work complies with all New Zealand's legal and regulatory requirements i.e., Privacy Act 2020, Health & Safety at Work Act, Education Act and local council permits where required.</p> <p>Skills4Work continually builds on our existing relationships with our whānau community, iwi and Pacifica community of learning regionally to support and strengthen our understanding of the diverse cultural needs of our akonga/learners for us to be responsive to those needs.</p> <p>As required Skills4Work engages in ongoing and formal annual self-review of the Code of Practice, and this informs our practices.</p>	<p>care matters and are recorded in the student management system (SELMA).</p> <ul style="list-style-type: none"> • The Student Handbook Learner Declaration is signed by all students at induction and includes a summary of the Student Code of Conduct and Skills4Work expectations in terms of what is deemed acceptable behaviour. • Skills4Work is an Equal Employment Opportunity employer, always ensuring that only the most competent, qualified candidates that best fit with our learners are selected for positions. • All visitors/contractors are required to sign in on arrival to our training centres and comply with Health and Safety requirements. "Swipedon" is the digital sign in system we use. • Health & Safety audits are completed monthly, inclusive of building warrant of fitness compliance, fire drills, ensuring adequate first aid trained staff are available to meet the needs of the training centre/s. • Emergency and "Next of Kin" contact details for all learners are updated in the student management system on day one. • Skills4Work complaints procedure is available on our website, in the Student Handbook and on all student notice boards. All complaints are tracked and reviewed at monthly leadership meetings. • NZQA new complaint process has been communicated to all learners and the student notice boards updated accordingly.
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	<p>Self-disclosure of any disabilities or personal information is treated as private and the purpose for which the information is being collected and used is communicated and clear to all akonga/learners.</p> <p>All trainers, managers, the Pastoral Care Officer and our leadership team are involved in supporting akonga/learners pastoral care and learning journey.</p>	<ul style="list-style-type: none"> • Learner representatives are appointed and inducted to support peers and give voice to learners. • The Learner Representative Council meets with the Programme Manager and their respective trainers monthly. • Meeting minutes are recorded, any action items responded to, and are publicized on the student notice boards which all learners can freely access. • Physical information is available to support learners with wellbeing and safety awareness (Student Handbook and noticeboards), and in the form of our regional Student Support and Guidance Directories. • Student noticeboards are in place, which are regularly reviewed and updated as necessary.
<p>Outcome 2: Learner voice</p>	<p>At every level of the organisation, Skills4Work ensures that we build and maintain effective relationships with our diverse and geographically dispersed akonga/learner groups.</p> <p>We actively engage with our learners to continually evolve and improve our wellbeing, safety practices, and strategies for all akonga/learner communities. Through both formal and informal practices, we engage with our communities of learning and give effect to learner voice.</p> <p>We respond in a timely manner to the wellbeing and safety needs of our community of learning all the while respecting, the individual needs, challenges and autonomy of each akonga/learner.</p>	<ul style="list-style-type: none"> • All intakes have 2 learner representatives each. The role of these representatives is to act as a voice for the learners who elected them and raise concerns, innovations and/or improvement ideas on behalf of their peers. • Skills4Work also has in place a Pastoral Care Officer who acts as a link between the leadership team and the learner body. • At induction Skills4Work employs an induction checklist to ensure that all the necessary areas are covered and learner voice is implemented and upheld. This induction checklist is signed off by the Programme Manager and each individual trainer. • Skills4Work also utilises a complaints flowchart which is easy to follow and is accessible via the

	<p>Skills4Work further ensures the maintenance of a proud and audible student voice through our vigorous complaint process, which is accessible in our Student Handbook, via our website and on designated student notice boards within our training centre.</p> <p>All complaints are documented using a central register which is reviewed at monthly leadership meetings.</p> <p>Learner Representatives meet monthly and feedback from akonga/learners is used by the leadership team to inform our decision making, strengthen and improve our learning and learning environments.</p> <p>Akongal/learner surveys are completed throughout the duration of the akonga/learners' journey with Skills4Work.</p>	<p>Student Handbook, noticeboards, process manual and our website.</p> <ul style="list-style-type: none"> • Through the process of logging, resolving and monitoring incidents and complaints, Skills4Work is able to identify trends, inform decision making and eliminate future repetition of issues. • Our process allows us to capture useful information such as the type of complaint, complainant, status of the complaint, outcome, and learner demographic. This highly sensitive information is limited to the leadership team only. • Individual complainant information and personal details are securely held within the students confidential file in the student management system (SELMA) which is only visible to SMS administrators. • Monthly meetings are carried out with the Programme Manager and representatives based on akonga/learner voice and ideas for improvements are discussed during this meeting and feedback is sought. • Formal teaching and learning evaluations are completed twice throughout akonga/learners' journey with Skills4Work. Feedback is gathered, reviewed and acted upon by Programme Manager and where required – escalated to the leadership team.
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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)
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>Skills4Work provides an inclusive, culturally diverse, safe and supportive home away from home for our akonga/learners and their whānau/family.</p> <p>We maintain this safe and inclusive environment by maintaining clear policies and processes that encourage and support acceptable behaviours throughout our learning communities.</p> <p>By providing akonga/learners the support to identify and discuss any barriers that may hinder their learning and/or reaching their goals and aspirations. We work together with our akonga/learner to ensure our learning environments are well equipped to meet their needs and welcome feedback to make improvements where necessary.</p> <p>We support akonga/learners through workshops, some examples include, CV writing, presentation skills, employment interviewing which support and aid akonga/learners with universal life skills.</p> <p>Our Trainers/Navigators and Training Advisors offer additional support on site and in the workplace, to assist with external services akonga/learner may require and guide to help access this support.</p>	<ul style="list-style-type: none"> • Policies regarding harassment and discrimination are outlined in the Student Handbook in the form of Skills4Work Code of Conduct. Specific mention is also made of the Code of Practice and our obligations to akonga/learners and reference links to NZQA website “know the code”. • Diversity awareness is promoted through awareness campaigns and local, regional and national celebrations. • Anti-bullying awareness campaign are promoted through visual imagery outlining what to do if a victim of or witness to bullying. • In conjunction with our annual diversity calendar, Skills4Work promotes an inclusive and empowering environment, i.e., Pink Shirt Day, where we focus on activities to educate akonga/learners on raising awareness and inclusion. • Whānau/family evenings are periodically hosted at our training centres where akonga/learners bring their whānau/family along to experience what their learning environment is like. • The topic of “Diversity” is included in our Adult Education Level 4 and Level 5 qualification in year 1 for all new trainers/tutors. • Induction days are held prior to course commencement to allow akonga/learners to meet

		<p>class peers, course trainer and other key staff members who will be part of their journey with Skills4Work.</p> <ul style="list-style-type: none"> • Skills4Work run whole of organisation events where all students are encouraged to participate and engage with each other e.g., cultural days, diversity celebrations and the like. • Skills4Work is a Dyslexia Friendly Quality Mark (DFQM) accredited organisation. This is a holistic initiative that promotes the creation of inclusive teaching and learning environments. It is based on a whole-organisation approach to becoming dyslexia-friendly, from leadership to management to learner-facing staff. • All full-time trainers have achieved the Tapatoru Professional Practice Award, which is a professional development framework, a reflective practice tool, and a whole-organisation approach to capability building. • Skills4Work has undertaken a whole of organisation approach to professional development training of staff in Divergent Thinking. This training develops staff understanding of self and others while also building a neuro-inclusive and equitable organisation. • All Skills4Work staff undergo Te Tiriti o Waitangi training annually.
<p>Outcome 4: Learners are safe and well</p>	<p>Akongā/learners have a wide range of services both internal and external that are available for them to access either independently or via Skills4Work referral. These services</p>	<ul style="list-style-type: none"> • The regional Student Support and Guidance Directories outline a large variety of local support services e.g. drug, alcohol addiction, safe sex, family

	<p>are listed in our regional Student Support and Guidance Directory which all students receive a copy of at induction and which are also located in our student common areas on site.</p> <p>Skills4Work staff help to identify any barriers to the akonga/learners academic and or social success at the point of enrolment, including any disabilities or impairments, health and wellbeing, or financial barriers.</p> <p>All health and safety incidents and risks are identified, reported and added to our hazard register to be investigated and resolved. Skills4Work has internal health and safety roles and responsibilities, evacuation protocol and Health & Safety policies and processes in place.</p> <p>All learners at time of enrolment are required to provide “Next of Kin” details and are also required to update these if the details change at any given point during their journey with Skills4Work.</p>	<p>planning, budgeting services, health services, childcare, banks, foodbanks etc.</p> <ul style="list-style-type: none"> • One on one coaching sessions with trainers allows learners the opportunity to raise any issues they are experiencing or need support with. The Pastoral Care Officer is a secondary point of contact if the learner is not comfortable with raising their issue/s with their trainer directly. • Skills4Work run monthly health and safety inspection to make sure the office and training centres are both safe and compliant. • Fire evacuation is scheduled every six months to ensure the emergency process is current and effective. • Any facility issue is solved immediately by designated contractor team when identified.
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