



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**

Self-review Toolkit for Tertiary Education Providers

Tool E: self-review report template

The Education (Pastoral Care of
Tertiary and International Learners)
Code of Practice 2021

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

TEO information

TEO Name	Playcentre Education Te Whānau Tupu Ngātahi o Aotearoa – Playcentre Aotearoa			MoE number	8809
Code contact	Name	Kara Daly		Job title	Pedagogical Lead
	Email	k.daly@playcentre.org.nz		Phone number	0212125934
Current enrolments	Domestic learners	Total #	1100	18 y/o or older	1100
				Under 18 y/o	0
	International learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
Current residents	Domestic learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
	International learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
Report author(s)	Kara Daly – Pedagogical Lead				

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 / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages

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	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / Implemented / Developing / Early stages

Outcomes 5-12 are not applicable as Playcentre Education does not have residence halls or international ākonga.

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	Well implemented	<p>Playcentre Aotearoa's Code of Conduct and Guiding Principles Policy sets the framework for a safe, inclusive and supportive learning environment, and staff induction and the Level 4 certificate upskill kaiako and whānau in what these look like in daily practice. Other policies and procedures, such as the Health & Safety Policy, Child Protection Policy and Positive Guidance Policy also reinforce whānau safety at an organisational level.</p> <p>Ākonga have multiple contact points with others to check-in on their safety and wellbeing. The practicum component of the programme ensures that ākonga are seen in person regularly (at least weekly) by other centre members and/or Playcentre staff.</p> <p>Small group sizes and individual support opportunities enable teaching staff to identify when a learner may benefit from additional support for their wellbeing, and they can work with the ākonga and wider Playcentre organisation to access support. Support may include anything from a cuppa with a listening ear to guiding ākonga to external help at their GP or specialist community group/agency.</p> <p>A kaiāwhina mentor tutor is allocated to ākonga in the PL1 module and the kaiāwhina has a pastoral care role for the rest of the certificate, touching base regularly with the ākonga to ensure their wellbeing and encourage their academic progress.</p>

		The PL1 Wairuatanga – Reflective Practice module focuses on strategies for self-care and resiliency.
Outcome 2: Learner voice	Well implemented	<p>Ākonga feedback is collected regularly via multiple channels and analysed regularly. Feedback channels include:</p> <ul style="list-style-type: none"> • Verbal, in-person feedback to teaching staff • In module feedback via online talk channels and contact with teaching staff • Evaluation feedback for each module (can be anonymous or request follow up) • Direct communication (phone, email, chat) with the Education Support and Management Team • Online social media support networks for ākonga at various learning stages and centre-based and visiting Education Kaiwhakaihūwaka Champions <p>Feedback is analysed by the Education Lead and Pedagogical Lead and actioned as appropriate. Evidence of actions is seen by updates to the programme resources, amendments to assessment task instructions if needed, professional learning to upskill teaching staff and action plans to address issues if needed. Learner voice feedback also shapes targeted support offered to individuals and groups of learners.</p>

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	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	Well implemented	Inclusive practice is a key goal in the Playcentre Education strategic plan. Reducing barriers to participation has been an in-depth self-review focus for 2023, in line with the Tertiary Education Strategy.

and digital learning environments		<p>Face-to-face delivery occurs in Ministry of Education-licensed Playcentre buildings and regional offices, designed as accessible facilities, checked and maintained regularly by the Playcentre Aotearoa property team.</p> <p>The digital learning environment is regularly reviewed and updates include the integration of additional synchronous learning opportunities to provide those undertaking self-directed learning more opportunities to connect with their tutors and other ākonga in real-time. Devices are available on loan to ākonga and in some cases, internet access is provided to reduce the technology barriers for whānau.</p> <p>One Student Support Coordinator is responsible for liaising with ākonga with additional support requirements to support and coordinate support as appropriate for individual circumstances. Since the implementation of this role, we have seen an uptake in ākonga accessing support and an increase in module and qualification completions for learners with identified learning support needs.</p>
Outcome 4: Learners are safe and well	Well implemented	<p>The systems implemented in Outcomes 1 & 2 ensure all learners have the opportunity to learn in a safe environment, and that there are opportunities for the organisation to support ākonga to be well and maintain their wellbeing.</p> <p>In the context of the learning area (early childhood education in a whānau-based service), ākonga wellbeing is synonymous with whānau wellbeing. Playcentre Aotearoa provides a network of whānau support services and referrals to outside agencies as needed.</p> <p>In addition to the regular review processes, the in-depth review focus for 2023 has been reducing barriers to learning, and this includes the ensuring the holistic wellbeing and hauora of ākonga.</p>

Outcomes 5-12 are not applicable as Playcentre Education does not have residence halls or international ākonga.

Findings from gap analysis of compliance with key required processes

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	No gaps identified
Outcome 2: Learner voice	No gaps identified

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	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	No gaps identified
Outcome 4: Learners are safe and well	No gaps identified

Summary of action plan

Include information on how actions will be monitored for implementation and success.

Note these actions are to maintain and improve performance rather than address gaps in compliance.

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	Review Playcentre policies and procedures on a two yearly cycle Review Playcentre Education QMS annually	Trustee Board/Senior Leadership Team Education Lead	Two year cycle per policy/procedure Jan 2024	Policies for review circulated via monthly Playcentre Aotearoa bulletin, SLT to review and collate feedback. Draft QMS to go to 14 Nov Ed team hui	Policies and procedures are reviewed regularly and amended as needed. QMS updated to reflect any updated processes for 2024.
Outcome 2: Learner voice	Continue regular collection and analysis of ākonga feedback via multiple channels Create support group(s) for ākonga Māori, facilitated by Māori teaching staff	Education Lead New position – Kaiwhakaako	Monthly, any urgent actions as needed Appointment by end of 2023, in place for 2024 delivery	Education Lead to action change and report summary to Education Team Review April 2024	Learner voice sits at the heart of decision making Ākonga satisfaction remains high Increased support for Māori by Māori

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	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Continued checks and maintenance of facilities and professional development for staff Review of IT provision for loan devices and purchase of replacement devices Review of education I.T. systems for digital safety of information.	Playcentre Aotearoa teams Pedagogical Lead/Head of I.T.	Quarterly Apr 2024	Property team to carry out property checks as per regular schedule Pedagogical Lead to initiate review Jan 2024	Facilities are maintained to a high standard. Staff are capable and competent to lead and promote health, safety and wellbeing strategies. All ākonga are able to access technology to participate effectively in the programme. Technology is equipped to keep ākonga and their details digitally safe.
Outcome 4: Learners are safe and well	Continued implementation of learner wellbeing and safety systems	Whole of organisation as relevant at each level – Centre H&S and Education Champions, Centre Leadership Teams, Playcentre Education Team, Senior Leadership Team, Trustee Board	Ongoing	Each level of the organisation takes responsibility for ensuring the health, safety and wellbeing of people as relevant	Learners are safe and well. Any potential issues are identified and risks mitigated and hazards addressed as appropriate.

