



**Te Oranga me
Te Haumaru Akonga**

**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

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Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

If your organisation does not provide student accommodation and/or is not a Code signatory, **remove the parts** in this tool relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12)**.

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 #	#1275	18 y/o or older
					Under 18 y/o
	International learners		Total #	#	18 y/o or older
					Under 18 y/o
Current residents	Domestic learners		Total #	#1275	18 y/o or older
					Under 18 y/o
	International learners		Total #	#	18 y/o or older
					Under 18 y/o
Report author(s)	Kara Daly				

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

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 provides a framework for a safe, inclusive learning environment, and staff induction alongside the Level 4 certificate upskill kaiako and whānau in the practices that uphold these in daily actions. The Health & Safety Policy, Child Protection Policy and Positive Guidance Policy and other procedures reinforce whānau safety at an organisational level.</p> <p>Ākonga have multiple contact points with teaching staff and other learners 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. Small group sizes (max. 30 in self-directed study groups and max. 16 in in-person workshops and interactive webinars) enable teaching staff to connect with learners as individuals and identify when a learner may benefit from additional support for their wellbeing. They can work with the ākonga and wider Playcentre organisation to access appropriate support. Support may include anything from a cuppa with a listening ear to redirection toward resources available with the programme 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</p>

		<p>progress. In 2025, we have improved the sharing of information with kaiāwhina so that they are able to provide more up-to-date and customised support.</p>
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 Teams - Online social media support networks for ākonga at various learning stages and centre-based and visiting Education Kaiwhakaihuwaka Champions - Surveys and online sessions to kōrero about specific topics, for example in 2024 – barriers to participation <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. In 2025, we had only one formal complaint, which was resolved satisfactorily for all involved and led to the updating of resources to reflect the learner concerns.</p>

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)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented	<p>Inclusive practice is a key goal in the Playcentre Education strategic plan in line with the Tertiary Education Strategy.</p> <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, with options available for synchronous and asynchronous learning. Chromebooks are available on loan to ākonga. Internet access is provided at local Playcentres to reduce the tech barriers for whānau. In 2025, the coordination of learner support moved to a new team member who has a teaching background and expertise in this area, and has continued to access additional professional development to expand her repertoire and ability to contribute to programme-wide improvements. Since the implementation of this Role in 2023, 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>

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.

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	Trustee Board/Senior Leadership Team	Two year cycles as per policy review dates	Policies for review circulate via monthly Playcentre Aotearoa bulletin, SLT to review and collate feedback	Policies and procedures are reviewed regularly and amended as needed.
	Review Playcentre Education QMS annually	Education Lead	Jan 2026	Draft QMS to go to Nov Ed Team hui	QMS updated to reflect any change in processes for 2025.
Outcome 2: Learner voice	Continue regular collection and analysis of ākonga feedback via multiple channels	Education Lead	Monthly, any urgent actions as needed	Education Lead to action changes as needed and report summary to Education Team	Learner voice sits at the heart of decision making Ākonga satisfaction remains high
	Continue to build support network for ākonga Māori	Kaiwhakaako alongside the Kaihononga Māori team	Ongoing	Review Apr 2025	Ākonga Māori engage in education review processes

Wellbeing and safety practices for all tertiary providers

	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	<p>Continued checks and maintenance of facilities</p> <p>Ongoing professional development for staff</p> <p>Review IT provision</p>	<p>Playcentre Aotearoa teams, inc H&S Lead Education Lead</p> <p>Pedagogical Lead/Head of I.T.</p>	<p>Quarterly</p> <p>Jan 2026</p> <p>Underway Oct 2025</p>	<p>Property team to carry out property checks as per regular schedule</p> <p>2025 professional development schedule includes training related to wellbeing and safety</p> <p>Pedagogical Lead to initiate Ed I.T. review with new Head of I.T.</p>	<p>Facilities maintained to a high standard. Ākonga and staff are safe and well in study/work.</p> <p>Staff are capable and competent to lead and promote health, safety and wellbeing strategies.</p> <p>All ākonga are able to access technology to participate effectively in the programme. Technology and ākonga are equipped to keep ākonga and their details digitally safe.</p>
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.

