

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

Self-Review Report

TEO information

TEO Name	Manawatu Education Academy (PN) Ltd			MoE number	8621
Code contact	Name	Sarah Wheeler		Job title	Director
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Current enrolments	Domestic learners	Total #	40	18 y/o or older	19
				Under 18 y/o	21
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Stage of implementation for each outcome

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

Wellbeing and safety practices for all tertiary providers

	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

Disclaimer - The information and statements contained in this document are correct at the date of publication 1 July 2022.

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)
<p>Outcome 1: A learner wellbeing and safety system</p>	<p>BHB Academy strategic goals and plans, including wellbeing and safety goals, are reviewed on an annual basis. Learners are surveyed to gain feedback on wellbeing and safety practices and extra feedback is gained from the Student Cultural and Leadership Team.</p> <p>The BHB Academy website contains links to self-review documents to meet publication requirements.</p> <p>Weekly staff meetings ensure that any emerging concerns about learners' safety and wellbeing can be communicated and action plans made. Notes on individual learner wellbeing are documented on the BHB Academy student management system and alerts are set to the relevant staff members for any follow up actions.</p> <p>BHB Academy communicates information well via a number of means with its learners. The learning management system in which all learners have access, contains information and contact details of a wide range of health and wellbeing providers. Social media provides another easily accessible outlet for communicating health and wellbeing information.</p> <p>BHB Academy staff receive ongoing training and attend a range of professional development courses on a number of subjects including mental health and wellbeing.</p> <p>General and Sexual harassment, Wellbeing and Privacy policies are in place along with procedures for identification of at-risk students.</p> <p>Health and safety plans are in place and emergency drills are run and logs kept.</p> <p>BHB Academy has the ability to send correspondence out via the student management system in the event of an emergency.</p>	<p><i>Strategic plan and goals documents and review dates</i>- Include goals that align to honour Te Tiriti o Waitangi and the outcomes of the code.</p> <p><i>Meeting minutes</i>- Staff meetings, Management meetings, Student and Cultural Leadership Team.</p> <p><i>Website</i> – Documents section</p> <p><i>Survey results</i> – Student, Employer and other stakeholders</p> <p><i>Professional Development and Training plans and logs</i> – Documentation of staff professional development internal and external.</p> <p><i>At-risk student procedure</i> - provides guidance to staff on actions to take and when to engage external support.</p> <p><i>Social Media</i> – Instagram highlights - Haora Health and Well-being information and links.</p> <p><i>QMS</i> – Policy documents.</p> <p><i>LMS</i> – Student resources hub.</p> <p><i>Health and safety plan and emergency procedures</i> – Covered in induction.</p> <p><i>Student management system communications</i> – Emails sent to learners to ensure that correspondence is timely accurate and consistent.</p>

<p>Outcome 2: Learner voice</p>	<p>BHB Academy follows the Whiria nga rau framework to build partnerships and provides opportunities for student voice to be heard in an informal and formal manner. The student cultural leadership team are hand picked by staff to ensure the student body are represented by a diverse range of voices across all learner groups. Surveys are conducted on a range of topics throughout each year and are used to make useful changes to programmes and general BHB Academy operations where appropriate.</p> <p>BHB Academy has a robust complaints process that is communicated to learners through a number of means. The Disputes resolution scheme is publicised and promoted in various accessible formats to learners.</p>	<p><i>Student Handbook</i> – Whiria nga rau documented, covered in induction.</p> <p><i>Morning/end of day meetings</i> – Informal discussions, student led awards.</p> <p><i>Student cultural leadership team</i> – meeting minutes, feedback given.</p> <p><i>Surveys</i> - summary reports</p> <p><i>QMS</i> – policy and procedures</p> <p><i>LMS</i>- Contains resources including complaints form</p> <p><i>Student handbook</i> – Complaints information, Disputes Resolution Scheme information. Contact details for other external agencies for referring complaints.</p>
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Wellbeing and safety practices for all tertiary providers

	<p>Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)</p>	<p>How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)</p>
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>BHB Academy prides itself on having an inclusive physical environment along with a supportive and inclusive culture that is fostered by a diverse range of staff. The Tukana Teina model is used in all teaching and learning, across staff and students to support and strengthen inclusion. The tutorial team provides opportunities within the learner’s daily life to share and explore their cultural and spiritual beliefs without judgement. Learners are provided with information regarding support agencies available to them within the Manawatu region by a number of means throughout their study.</p> <p>Individual needs of learners are identified on enrolment and alternative teaching methods and arrangements are made to meet their needs and extra support is sought when required. BHB Academy provides a range of options and programmes at different levels for learners to transition into tertiary study. Processes are in place to track learner achievement and engagement across and throughout all programmes to ensure that positive outcomes are achieved. Pathways for future study, and employment opportunities are identified and</p>	<p><i>Inclusive physical environment</i> - The BHB Academy learning and common spaces are interlinked which allows for learners of all programmes to support each other to achieve their common goal. Tutorial staff are available to all learners no matter which programme they are studying within.</p> <p><i>Shared lunches- Photographic Evidence</i> –Based upon celebrations or cultural events or at the request of learners. Fosters unity among learners and staff.</p> <p><i>Cultural days -Photographic evidence</i>– Student led opportunities to share and learn about aspects of a range of cultures, focused on the cultures of current learners.</p> <p><i>Assemblies</i> – A gathering of all staff and learners to celebrate learner achievement and success encouraging inclusiveness.</p>

	<p>discussed prior to enrolment and revisited throughout, along with support upon completion of a learners' programme of study.</p> <p>BHB Academy has reviewed its policies to reflect its stance on the safety and wellbeing of its students.</p>	<p><i>Songs/Waiata/Haka</i> – Within Maori culture music is a sacred ritual used to unify and connect individuals and viewed as a social adhesive. This aligns with BHB Academy values.</p> <p><i>Pre-enrolment interview documentation</i>– Provides a time to identify and discuss individual needs and future career pathways and goals.</p> <p><i>Handbook and LMS</i> – Contains information on a range of support agencies available within the community.</p> <p><i>Meeting minutes</i> – Progress checks for learner achievement in all programmes, identification of learners to follow up on.</p> <p><i>Individual learning plans</i> – Transparency between learner and student on progress and achievements.</p> <p><i>Policies</i> – Health and Safety, Health and Wellbeing updates.</p>
<p>Outcome 4: Learners are safe and well</p>	<p>BHB Academy has a thorough process and practice for ensuring that learners, and prospective learners, have access to information on a range of services that provide support to manage their basic needs. Breakfast food options are provided in the student common space for all learners free of charge. Learners of all cultures are encouraged to share aspects of their culture and language and regular cultural celebrations are held.</p> <p>BHB Academy provides opportunities prior and throughout the duration of a learners' enrolment to identify and discuss student support needs. BHB Academy prioritises the promotion of good mental and physical health practices to its learners and provides a range of relevant opportunities and experiences to learners. Health and safety or wellbeing concerns for fellow learners or a learner's own wellbeing can be raised and discussed confidentially with management staff thorough an open-door policy or through a number of other means. Staff have a process to follow for identification and support options for at risk learners. Alternative study arrangements are made for learners in the case of prolonged periods of absence outside of their control and/or to meet health and wellbeing needs.</p> <p>Processes are in place to give staff the tools to deal with disruptive behaviour and events are documented.</p>	<p><i>Prospectus</i> – Guides prospective learners to where information is found and accommodation options.</p> <p><i>Student Handbook</i> – Contains information and links on a range of providers and community services</p> <p><i>Website</i> – Information on support services.</p> <p><i>Receipts</i> – Breakfast items for students</p> <p><i>LMS</i> – Student support, health and wellbeing information.</p> <p><i>Social Media</i> – Instagram highlights - Haora Health and Well-being information and links.</p> <p><i>Pre-enrolment interview</i> – Identification of support needs.</p> <p><i>Individual learning plans</i> - Identification of support needs and follow up.</p> <p><i>Management on site with open door policy, tutor phone, student cultural leadership team</i> – Provide opportunities for learners to report any concerns about fellow learners or for themselves.</p> <p><i>Workshops/Session plans</i> – Audio books, videos, Te whare tapa wha activities etc</p> <p><i>Affirmation sessions</i> – Weekly</p> <p><i>Waiata sessions</i> – Weekly</p>

	<p>Sound processes are in place for the gathering and updating of contact details of nominated contact people for all learners on enrolment (including next of kin for under 18-year-old learners) and students are informed of the circumstances in which the nominated person/persons or next of kin will be contacted.</p>	<p><i>Social media posts</i> - Cultural days, celebrations, shared lunches. <i>Student details form</i> – Kept in student file and on the SMS for accessibility. <i>SMS Documentation</i> – Records kept on details of contact made with nominated people, notes on behavioural issues and alerts set for follow ups. <i>At risk student process flowchart.</i> - Tutor guidance <i>Policy documents</i> – General and Sexual Harassment policy <i>COVID 19 emails sent to students</i> – Alternative study arrangements. <i>Disciplinary process</i> – Flowchart document</p>
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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
<p>Outcome 1: A learner wellbeing and safety system</p>	<p>Gain additional stakeholder feedback through survey, industry advisory group meetings and learner input, to use towards future goal setting and strategic planning</p>
<p>Outcome 2: Learner voice</p>	<p>Engagement with a wider range of community groups to build stronger support networks for a diverse range of learners. Complaints procedure, user friendliness for learners</p>

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	
<p>Outcome 4: Learners are safe and well</p>	

Summary of action plan

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	Schedule Industry Advisory group meeting.	Directors	October 22	Added to agenda of management meetings for discussion.	Feedback gathered is used to make purposeful changes.
	Send out survey to stakeholders.	Directors	August 22		Minimum of rate of response 50%
	Conduct exit interviews with learners	Management Staff	End of Intake/s 2022	Schedule and diarise	Minimum of 80% of learners interviewed. Feedback documented and summarised for future programme planning.
Outcome 2: Learner voice	Create an additional learner friendly resource outlining the complaints process.	Directors	August 22		Published in all applicable learner resources by August 2022. Self-reviewed when applicable
	Build upon current relationships and seek connection with a wider range of community groups	Management Staff/Tutorial Team	Dec 2022	Document engagement, add to staff meeting agenda.	Engagement with a minimum of 3 additional community groups by Dec 2022

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	Nil				
Outcome 4: Learners are safe and well	Nil				