



WAIKATO INSTITUTE FOR
LEADERSHIP & SPORT STUDIES

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021- Self-Assessment Report 2024

TEO Information

TEO Name	WILSS		MoE number	8247	
Code contact	Name	Jack Clayton		Job title	General Manager
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Current enrolments	Domestic learners	Total #	6,000	18 y/o or older	250
				Under 18 y/o	5,750
	International learners	Total	0	18 y/o or older	0
			0	Under 18 y/o	0
Report author(s)	Jack Clayton, Alan Peary, Kim Guest, Paula Dewar, Zelda Tucker, Bevan Nichol.				

Summary of Performance Under Outcome 1: A Learner Wellbeing and Safety System

Performance Rating: **Well Implemented**

Key Actions and Evidence:

- **Cultural Capability Journey:** Since mid-2022, staff have been engaged in professional development to enhance cultural capability, with trustee involvement to ensure alignment with Te Tiriti obligations. This process is ongoing and nearing completion.
- **Learner Surveys:** Redesigned to better capture learner perspectives on wellbeing and safety. Survey participation has significantly improved in 2024, with new processes in place to further increase feedback.
- **Strategic Plan:** The current strategic plan lacks specific references to the Code of Practice. The upcoming 2025-2028 plan will include direct references and KPIs related to the Code.
- **Enrolment Process:** Amendments have been made to incorporate aspects of the Code, addressing concerns early and providing clear mitigation paths.
- **Poroporoaki Sessions:** At the end of each cohort, learners participate in sessions to share their experiences and suggest improvements or additional topics.
- **Support for Learners:** Additional support is provided where needed, including partnerships with organizations like Paeroa Trust and Centre401, enhancing learner input into the program.
- **Resource Accessibility:** Facilitators ensure that all learners have up-to-date access to their resources.

This summary highlights WILSS efforts and progress in implementing a robust learner wellbeing and safety system, supported by continuous feedback and strategic planning.

Summary of Performance Under Outcome 2: Learner Voice

Performance Rating: **Well Implemented**

Key Actions and Evidence:

- **Enhanced Learner Feedback:** WILSS has redesigned learner surveys to better capture their perspectives on wellbeing and safety. The participation rate in these surveys has significantly improved in 2024, indicating a more engaged learner base.
- **Feedback Integration:** New processes have been established to further increase feedback collection and integration into program improvements.
- **Poroporoaki Sessions:** These sessions at the end of each cohort provide learners with a platform to share their experiences and suggest improvements or additional topics, ensuring their voices are heard and considered.
- **Support Mechanisms:** Additional support is provided to learners needing expertise within their roles, enhancing their input into the program. Partnerships with organizations like Paeroa Trust and Centre401 further support this initiative.
- **Resource Accessibility:** Facilitators ensure that all learners have up-to-date access to their resources, supporting an inclusive and responsive learning environment.

This summary highlights WILSS commitment to actively listening to and incorporating learner feedback, fostering a supportive and responsive educational environment.

Summary of Performance Under Outcome 3: Safe, Inclusive, Supportive, and Accessible Physical and Digital Learning Environments

Performance Rating: **Well Implemented**

Key Actions and Evidence:

- **Policies and Procedures:** All necessary policies and procedures are in place, ensuring a safe and inclusive environment.
- **Improvement Cycles:** Ongoing efforts to close the loop on self-assessment and make necessary improvements, now integrated into the Improvement Cycles.
- **Local Māori Relationship:** Identified the need to establish a formal relationship with local Māori.
- **Compliance and Feedback:** No complaints or regulatory sanctions have been encountered, indicating adherence to safety and inclusivity standards.
- **Digital Accessibility:** Development of Google Classroom over the past two years to enhance learning and support accessibility.

This summary highlight WILSS strengths in maintaining safe, inclusive, and supportive environments, both physically and digitally.

Summary of Performance Under Outcome 4: Learners Are Safe and Well

Performance Rating: **Well implemented**

Key Actions and Evidence:

- **Smaller Class Sizes:** Facilitates personal connections between facilitators and learners, enhancing safety and wellbeing.
- **Policies and Procedures:** Fit for purpose, with no safety or wellbeing complaints or concerns reported in the past five years.
- **Handbooks:** Learner and facilitator handbooks provide essential information and ensure alignment and smooth operation.
- **Staff Adherence:** Programme and admin staff consistently follow policies and procedures, maintaining a safe and well-managed environment.

This summary highlight WILSS strengths in ensuring the wellbeing of learners through effective policies and personal connections.

Findings from Gap Analysis

Outcome 1: A Learner Wellbeing and Safety System

- Identified Gap: **The current strategic plan does not specifically reference the Code of Practice.**

Outcome 2: Learner Voice

- Identified Gap: **Staff are not yet fully confident in the use of tikanga.**

Outcome 3: Safe, Inclusive, Supportive, and Accessible Physical and Digital Learning Environments

- Identified Gap: **Lack of a solid relationship with local Māori.**

Outcome 4: Learners Are Safe and Well

- Identified Gap: **No gaps identified.**

Summary of Action Plan

Outcome 1: A Learner Wellbeing and Safety System

Action: **Include specific references to learner wellbeing in the new 2025-2028 strategic plan.**

Owner: Jack

Due Date: 1 January 2025

Monitoring Plan: Strategic plan to be signed off by the trust board.

Measures of Success: Plan approval and implementation of KPIs into staff performance agreements.

Outcome 2: Learner Voice

Action: **Continue upskilling staff on Te Tiriti o Waitangi and include more tikanga in workshops.**

Owner: All Staff

Due Date: Ongoing in 2025

Monitoring Plan: PD spreadsheet to track individual staff development.

Measures of Success: Staff completion of PD and application of learnings in daily activities.

Outcome 3: Safe, Inclusive, Supportive, and Accessible Physical and Digital Learning Environments

Action: **Strengthen connections with the local Māori community.**

Owner: All Staff

Due Date: Ongoing in 2025

Monitoring Plan: We will consult with or Māori representative on the board about changes to programmes to assess the impact on Māori.

Measures of Success: Programme changes enhance to outcome of Māori learners.

Outcome 4: Learners Are Safe and Well

No specific actions required as no gaps were identified.

How was this self-assessment completed?

The self-assessment and analysis for this report has been a continual process over the past twelve months. We have used the NZQA toolkit to work through the details we have collected over the year to produce this summary report. The student voice has been combined with the board of trustee's feedback during board meeting and the staff and facilitator feedback at monthly staff meetings. At the staff meetings we review one of the outcomes and discuss the progress made on the previous year's action plan. We completed all the actions from the previous year's action plan but still have some gaps to fill as mentioned above.