



The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021- Self-Assessment Report 2025

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 #	6,612	18 y/o or older	457
				Under 18 y/o	6155
	International learners	Total		18 y/o or older	0
		0	0	Under 18 y/o	0
Report author(s)	Jack Clayton, Alan Peary, Paula Dewar, Bevan Nichol, Zelda Tucker.				

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

Performance Rating: Well Implemented

2024 Action plan – summary of actions taken.

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

Actions completed: We were in the process of developing our 2025-2028 strategic plan so this was very timely. We were able to add the following statement into our strategic plan and have it approved at our November 2024 WILSS Board Meeting. The belief statement reads: Learner wellbeing and safety will be enhanced if we actively seek and act on learner voice in-line with NZQA's Code of Practice. Once this was signed off by the board, we included the following section into all staff performance agreements as a KPI and aligned our staff board reports so they reported quarterly against this KPI.

Deliverables Under the NZQA Code of Pastoral Care.

KPI - All staff are to comply with the requirements of NZQA's Code of Practice and engage in self-assessment on an ongoing basis. This included seeking and acting on learner voice to enhance the safety and wellbeing of all learners.

1. Understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.
2. Foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.
3. Support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.

2025 Key Actions and Evidence:

- **Strategic Plan:** The new strategic plan has specific references to the Code of Practice, and this has informed the creation of new KPIs related to the Code.
- **Enrolment Process:** Further amendments have been made to incorporate aspects of the Code, addressing concerns early and providing clear mitigation paths.
- **Support for Learners:** Additional support services have been added to the Learner Handbook to ensure learners have access to the most appropriate support.
- **Resource Accessibility:** Facilitators ensure that all learners have up-to-date access to their resources.
- **Cultural Capability Journey:** Staff continue to engage in professional development to enhance cultural capability, with trustee involvement to ensure alignment with Te Tiriti obligations. This process is ongoing.
- **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.

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

2024 Action plan – summary of actions taken.

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

Actions Completed: Staff have been attending Te Reo and Tikanga webinars and have started including more in their workshops and programme design. A good example of this is opening/closing each of NZ Certificate workshop with a Karakia.

2025 Key Actions and Evidence:

- **Enhanced Learner Feedback (Poroporoaki Sessions):** When a rolling intake finishes, at the final class students are encouraged to bring food and to share their views about how the course has gone for them and if any changes could be made to the programme to benefit future intakes. They also fill out a survey at this point as well. Because of the rolling intakes this now happens approximately every 6 weeks rather than twice a year which means we can act quickly to integrate any improvements.
- **Connection:** Connection is primarily through Google Classroom. Feedback has increased in the last twelve months; more learners have participated in surveys. Learners are given the opportunity to speak to their experiences on their course and suggest improvements or additional topics.
- **Diverse Learners:** We provide support to these learners through one-on-one tuition and extra resources. We can adjust the format to suit the learner's requirements.
- **Proactive:** We have been proactive in connecting with learners to ensure they all have good opportunity to achieve. We have provided support via phone, face to face and online. Our proactive contact with the learners that do not attend a workshop has maintained a high completion rate.
- **Engaging Diverse Voices:** We have built relationships and trust with learners by taking an interest in their experiences and wider context outside the classroom.
- **Supporting Wellbeing and Safety:** We create a safe, inclusive space in the classroom and workshops through regular wellbeing check-ins, offering programme relevant support, and connecting learners to support services when needed. WILSS is being proactive with the learners that do not attend a workshop to check in with them to provide support and encouragement.
- **Upholding Mana and Autonomy:** We encourage and enable learners to share and reflect on their own contexts and leadership/coaching positions and experiences. We consider the learner's personal style and learning preferences.
- **Graduation Feedback:** We encourage feedback from the learners at the graduation. Graduates often express their thoughts during the graduation about how much they appreciate the support received from WILSS.
- **Flexible Delivery:** Our mixed delivery method for the two NZ Certificates provides learners with flexibility to attend and complete their studies. Options include face to face (at the workshops), face to face (via Zoom), catch-up by watching the recording with additional support from the tutors where needed on a one-to-one basis.

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

2024 Action plan – summary of actions taken.

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

Actions Completed: WILSS has connected with the Tai Wananga Ruakura. Their head students attended our Year 13 Head-Up Leadership Day, then volunteered to return as a student leader to speak to Year 9 students on our Year 9 WYLD Leadership Day. We still do not have a solid relationship with local Māori at an organisational level. While we have good personal connections with Māori individuals in the Waikato, we do not have that Business-to-Business connection. We rely on board members, learners, and community connections to ensure we meet the requirements of Te Tiriti o Waitangi as laid out in The Code. While we have made some progress in this area, and staff have completed more PD, we still see this as a gap in our organisation.

2025 Key Actions and Evidence:

- **Policies and Procedures:** All necessary policies and procedures are in place, ensuring a safe and inclusive environment. This includes Facilitator Handbook, Learner Handbook, WILSS Quality Systems Manual (QSM)
- **Improvement Cycles:** Ongoing efforts to close the loop on self-assessment and make necessary improvements, now integrated into the Improvement Cycles.
- **Compliance and Feedback:** No complaints or regulatory sanctions have been encountered, indicating adherence to safety and inclusivity standards.
- **Digital Accessibility:** Further development of Google Classroom to enhance learning and support accessibility.
- **Orientation Day:** We use an Orientation Day at the start of each NZ Certificate programme to ensure we welcome our students and get them comfortable with the environment and each other. This is also a great opportunity to ensure they can access and navigate Google Classrooms.
- **Systems:** WILSS website, Learner management system, achievement tracking grid, self-assessment reports, RAMS forms, and site checks before using any venue all contribute to the smooth running of our programmes.
- **Safe environments online:** We have generated safe workshop environments for the learners to be open with their conversations. Since we have a combination of in person and online (via Zoom) attendees, this gives us the opportunity to record the workshops and make them available for addition review after the workshop. Where confidential conversations happen, we will pause the recording to protect the privacy and uphold the mana of the learners sharing.
- **Creating Safe Space:** We establish a clear, co-developed classroom working environment through structured check-ins and opening and closing routines.
- **Inclusive Teaching Strategies:** We employ Universal Design for Learning principles, offering flexible delivery methods, such as online, and in-person option, and adaptable assessments to meet diverse learner needs.
- **Engaging Diverse Learners:** Inspired by Kolb's experiential learning cycle, we design interactive activities like group discussions, roleplays, and reflective experiences which are designed to create meaningful engagement and empowerment across diverse groups.

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

2024 Action plan – summary of actions taken.

Identified Gap: No gaps identified.

Actions Completed: NIL

2025 Key Actions and Evidence:

- **Surveys:** WILSS has modified their student surveys, so they now focus more on wellbeing. How they feel is illustrated in feedback from the Learners.
- **Off-Site support:** Following some discussions in the teaching workshops, learner needs have been identified which has resulted in visits to the learner's place of work to provide support.
- **External factors:** External workloads for some of our learners has generated challenges for them, so being conscious of this and being flexible in our support of them has meant extra work for our staff, but this has been appreciated by the learners.
- **Providing Information and Advice:** We integrate wellbeing, health and safety, and injury prevention education into our teaching material and resources.
- **Creating Supportive Environments:** We build trusting relationships with learners, encouraging open and honest dialogue about health and workload challenges. WILSS offers information on local support services through our learner handbook and web site.
- **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.
- **Smaller Class Sizes:** Facilitates personal connections between facilitators and learners, enhancing safety and wellbeing.
- **Identify and Responding to Needs:** We conduct regular check-ins, use observation, and non-attendance to test if additional learner support is required.
- **Addressing non-attendance:** This has now resulted in a high retention rate in the certificate programmes. Where learners have not attended an earlier workshop, we have contacted them to make sure they are still committed to their studies and offer support when necessary. This has resulted in a few people withdrawing early but does leave more committed learners. This will have a positive impact on our completions rates (early withdrawals do not show in the EPI data with TEC).

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: **No gaps identified.**

Outcome 2: Learner Voice

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

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

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

Outcome 4: Learners Are Safe and Well

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

Summary of 2026 Action Plan

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 2026

Monitoring Plan: We will consult with or Māori representative on the board about changes to programmes to assess the impact on Māori. We will engage with local Māori when developing our new level 3 and level 4 leadership programmes.

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

How was this self-assessment completed?

The self-assessment and analysis for this report has been a continual process over the past twelve months. The student voice has been combined with the board of trustee's feedback during board meeting and the staff 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. The General manager also held individual meetings with staff in late November to go over the code requirements and identify successes, gaps, and improvements. WILSS completed all the actions from the previous year's action plan but still have some gaps to fill as mentioned above.