



te_heru māpara

Ko te Heru hāpainga
o te tangata,
ko te Heru Māpara

Pastoral Care Code of Practice and Procedures

Mission Statement

TBC

Vision

TBC

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1. Overview and Purpose

Our Kaupapa is based on the premise that everyone can learn and succeed given the chance and nurturing, in the right environment. In the true spirit of whakawhanaungatanga we work together as a supportive, dynamic team to assist our learners/clients to discover their own potential.

We promote a learner-centred approach to education that is genuine, holistic and ongoing throughout the learner's time with Te Heru Māpara and beyond. Our organisational culture has been shaped by our values and beliefs:

- **Whakamana:** Empowerment. Helping learners to help themselves.
- **Paipai:** Have high expectations. You get what you expect.
- **Kaitiakitanga:** The key to a great programme is a great facilitator.
- **Nau mai haere mai:** Our door is always open for present and past learners.
- **Manaakitanga:** Acknowledgement and respect for the mana of all

None of these stand-alone; they weave together to form a muka of understanding, enabling self-management and flexibility within a common Kaupapa. For us these are more than words. They are the essence that support learners to develop the confidence, skills and attributes to find work, to communicate and participate more effectively with their whanau, the community and New Zealand society overall.

Pastoral care at Te Heru Māpara has a two-pronged approach, with the recent appointment of a dedicated pastoral care worker, to enable those whose primary task is the facilitation of learning to focus on learning with support from the pastoral worker through communication and collaboration ensuring the care for learners is delivered academically, socially, emotionally and physically.

2. Knowing the learner/client

As an education provider it is essential that we know who we are working with, what they know, what they need to know and how to deliver this according to their personal needs, internal and external barriers, in a non-threatening way.

The processes that support this are:

- Effective communication with learners/clients that helps develop a relationship which empowers them to be full participants in their learning journey
- Initial interviews prior to entering the course, these are conducted by both the facilitator and the pastoral care worker ensuring all needs are identified
- Interview assessment and online tool for literacy and numeracy to identify barriers and needs for literacy and numeracy
- Induction of new learners/clients, using Learners' Handbook and The Pastoral Care Code videos

- Setting individual goals and planning, to overcome barriers, provide support for health and cultural needs, on a learners' plan. These goals are the domain of both the facilitator and the pastoral care worker
- Weekly one to one conference learner/client and facilitator
- Group meetings for the resolution of issues and discussions
- Maintaining anecdotal records for academic progress and pastoral care, to evaluate progress and enable further planning or support

Procedures for Knowing the Learner/Client

- Initial interviews are conducted to gather information about the learner/client for basic information on contacts, health, identity and to develop rapport and understanding the environment that is Te Heru Māpara and
 - for Youth Guarantee the differences between Secondary and Tertiary Education
 - For over 18s to understand the circumstances for contacting support person
- The initial literacy and numeracy assessment is conducted within the first week to understand the learners/clients' needs and enable goal setting, using the plans for Progression through the steps for those learners at Koru 1 or 2
- Learners/clients are inducted within the first week using the Learners' Handbook for dissemination of important policies and procedures, emergency plan and complaints policies and to empower them by knowing their rights and responsibilities
- Begin the learners plan by setting individual goals and planning, to overcome barriers, provide support for health and cultural needs.
- Individual conferences that allow learner/ client and pastoral care worker to discuss achievement, engagement, concerns, self or others and barriers in private. The needs will be established at an initial meeting and continued if required with anecdotal records kept by both facilitator and pastoral care worker that show risks identified, strategies developed and implemented which will be tracked, monitored and reviewed with outcomes reported to the Programme Co-Ordinator.
- Communication between facilitator and pastoral care worker is essential to ensuring an agreed approach but is limited to needs to know and considers privacy issues
- Group meetings, as necessary, that allow learners to express their views, concerns and opinions and develop an inclusive environment through respectful, active listening and sharing of ideas and opinions that are devoid of bullying, harassment and discrimination.

- Records maintained to evaluate progress and enable further planning or support for learning and health
 - Learners Tracking sheets for Youth Guarantee to record unit standards completed and credits earned
 - Individual learners' sheet and master sheet for facilitator
 - Learners Plans updated regularly with progress notes and results of literacy and numeracy assessment
 - Plans in OneDrive for access by management when risks or complaints are involved
 - Pastoral care notes for concerns, support offered and outcomes
 - Online access for management
 - Concerns shared at Staff meetings to set a plan for dealing with issues
 - Daily attendance register
- Identification of at-risk learners/clients

3. Knowing the Demands and What to do

Demands relating to delivery of education and assistance to learners/ clients are many and varied, often very individual, they are therefore dictated by what we know about the learners/clients and the content areas for our delivery. It is therefore essential to have knowledge to meet these demands.

- Understanding the implications of the literacy and numeracy assessments for the delivery of programmes.
- Knowing how to move learners through the koru on the adult learning progressions for Literacy and Numeracy
- Understanding cultural needs and aspirations, including te Reo and tikanga Māori and identifying appropriate support
- Understanding health needs and identifying appropriate support
- Assisting learners who are at risk of not meeting their basic needs and identifying the appropriate support
- Being able to identify risks to individuals or risks to the group from individuals and appropriate actions
- Knowing how to recognize and respond effectively to harassment, bullying and discrimination and reduce the possible harm
- Identifying the barriers to learning and knowing how and who to enable effective support

Processes for Knowing the Demands

- Literacy ability should be identified in the first week using a sample of reading at Koru 4 of the adult learning progression to identify if support will be needed for learner/client with the literacy demands of the course.
 - Youth Guarantee facilitators should check the reading level that is given in the teacher's guide before delivery of a unit to know which learners will require additional support for the learner's guide
- The online assessment tool should be used for reading, number and writing within the first month of the programme and analysed to develop a plan for learners who are at Koru 1 and or 2
 - Results should be discussed with the learner and an explanation of the support to be given when required or that fact that the learner is at the required standard shared
 - Youth Guarantee and Intensive Literacy and Numeracy to use support materials for "Moving the Learners through the Progressions" as a group or individual plan and ensure that they have a clear understanding of the progressions or have requested professional development
 - The online tool should be repeated halfway through the course and recorded on the learner's plan, discussed with learners and if the learner is not progressing then it should be discussed with the Programme Manager and assistance sort
- Evidence collection for literacy and numeracy standards should be a continuous process and form the basis of a portfolio of learners' work.
- Where cultural needs were identified in the initial interview, the facilitator must ensure that they are able to provide the support necessary to meet these
- A list of services available to provide support for the basic needs, spiritual and health needs of learners must be available to learners
- Facilitators conference with each learner to discuss their needs, barriers to learning, participation and attendance and keep anecdotal records. Where there are concerns, about self or others, they should be referred to the pastoral care worker
- Induction of learners, that explains the Te Heru Māpara "values" and behavioural expectations must include harassment, bullying and discrimination as unacceptable behaviours. Evidence of this behaviour will be addressed in a group meeting.
- If there is a risk to the group from any individual, you should refer to the emergency plan.
- Ongoing concerns should be addressed according to the plan Attachment 1

4. Support Services for learners/clients

At Te Heru Māpara we use a variety of support services and resources to support the holistic needs of learners and clients, by referring them for further support that is outside of our expertise. We also deliver units which support opportunities and experiences to improve health, explore one's own whakapapa, explore career pathways, develop CVs and cover letters and accommodation rights as tenants

Services used by Te Heru Māpara

- Tui Ora
- Youth Services
- On the House
- Other Tertiary providers
- Community Law talks
- Bluelight
- Start
- High Schools
- Salvation Army
- Sorted
- Ako Aotearoa
- Youth Line

Information and the ways to access this is shared via noticeboards and during one-on-one conferences as well as in the learner handbook, as the need becomes apparent.

5. Safe inclusive environments

The values and beliefs held by Te Heru Māpara are the foundations for an inclusive environment, that enables successful learning and personal development.

The practices related to knowing the learner/client and knowing what to do are essential to this environment, so our learners/clients feel they are valued individuals, as well as a member of a group.

Further practices are:

- Effective professional development for staff to enable them to meet the requirements from a sound knowledge base.
- An appraisal and professional development plan that cover the mandatory competencies. Personal development goals and key behaviours for the role
- Regular health and safety checks of learning spaces and sites and remedying any problems, an effective, shared emergency plan clearly displayed in all spaces

- A print rich inviting learning space
- Group delivery of unit standards, that encourage cooperation and understanding of self and others
- Empowering learners to use their voice and express their opinions in group meetings and actively listening to their opinions
- Non-threatening interview and conferencing interviews
- Recognition of individual needs.
 - Health physical and mental
 - Basic needs
 - Cultural
 - Spiritual
- Providing information and support through the pastoral care worker who will devise strategies for positive outcomes
- Teaching learners/clients to be assertive
- Effective relationships between facilitators and learners, through effective communication skills, that create awareness that there is a collective responsibility for an inclusive learning environment, through modelling and expectations around respect, manners and consideration
- Ergonomic digital environments
- Provide an environment where it is OK to be wrong if we learn from it.
- Providing an environment that recognizes individual differences and respect for differences

6. Complaint's procedures and policies

Overview

At Te Heru Māpara we take a proactive approach to bullying, discrimination and harassment through practices and processes to avoid these behaviours:

- Working together to recognize and respond effectively to bullying, discrimination and harassment and provision of relevant information
- Promoting inclusive culture across the organisation
- Upholding cultural needs
- Accessible learning environments
- Active participation for learners/ clients
- Opportunities to discuss issues

- Opportunities and experiences to promote good mental and physical health
- Identifying learners who are at risk of harming self or others

Dealing with bullying, discrimination & harassment within the organisation

All complaints will be handled in a timely and efficient manner that:

- Allows the complainant to decide how they would like to deal with it
- Ensures they have appropriate support
- Ensures learners/clients and support people have a full understanding of the process including the scope and possible outcomes
- Considers Cultural perspective and allows for culturally responsive approaches
- Allows for natural justice

A range of options that are appropriate to the level of sensitivity and complexity are available and can be selected by complainant according to their needs.

Option One - Self-help

The first option is of a self-help nature and does not involve an investigation, Complainant approaches the person concerned in writing or face to face to inform them of the concern in a suitable manner.

Option Two - Discussions

Learner/client may enlist a staff member of their choice to support them in the discussion either physical presence or advice, which may include the need to lay a formal complaint. All interactions should be noted and barriers to laying the complaint addressed. Culturally responsive approaches should be an option

The complainant also has the right to have a support person of their choice throughout any of the processes.

Guidelines for the Support Persons

- Be familiar with the Bullying and Harassment policy, the procedures involved and all options available.
- Provide support only if comfortable supporting the complainant or person complained about. If you are not the best person to provide support, ensure this is communicated promptly and an alternative support person is found.
- Confidentiality is essential during any investigation.
- Provide the person with emotional support and assist them with their immediate reactions. The support person's role is to provide support to the person concerned, not to solve the issue or pass judgment.
- Be available for all interviews in connection with the issue.

Option Three - Formal Action

Formal action may be initiated by staff or learners/clients, individually or as a group. The complaint will be recorded on the Complaint form which covers all necessary information and

is sent to Programme Manager. All complaints, including oral, must be recorded for the Programme Manager.

The Programme Manager will ensure the complainant and any others involved are

- aware of the complaint
- aware of their rights, including having a support person
- aware of the processes and possible outcomes
- identify, where requested, a support person
- arrange, where requested, a culturally appropriate form of reporting and resolution
- Conduct an investigation appropriate to the level of complexity or sensitivity of the complaint in a manner that respects all parties and their privacy
- Keep all parties informed of the progress of the complaint

Option Four - Mediation

This may be considered as an outcome of the formal intervention or if formal intervention has not been successful. Should mediation not be successful, the further options open to the learner/client could be to consider taking their concerns to the New Zealand Qualifications Authority including any concerns around the breach of the Code.

Complaints relating to Staff

All complaints that relate to staff will immediately go to the Formal Option and be dealt with by the Programme Manager or CEO. Such complaints may be from learners/clients, stakeholders or other staff and will be dealt with under the same practices as other complaints as well as forming part of the professional development and appraisal system.

Confidentiality

While Te Heru Māpara recognizes the needs and rights of both the complainant/s and the person/s who the complaint has been made about we also recognize the need for confidentiality therefore we will keep all parties informed of the process, the possible outcomes and the final decision without disclosing anything of a private or personal nature.

Resolution

- Should a complaint be substantiated, disciplinary action may be initiated. This may include a formal warning, final warning, or dismissal (without notice) where it is concluded serious misconduct has taken place.
- In the situation where a complaint is substantiated, Te Heru Māpara must ensure the bullying and harassment ceases immediately and that the complainant does not suffer any form of victimisation for having made the complaint.
- The behaviour must be monitored, recorded and later checked to ensure that any harassment has stopped, and the solution is working.

- Failure to stop the behaviour will be considered a breach of our ethics. which may result in dismissal

Further options for laying a complaint include:

- **New Zealand Qualifications Authority**

- Anyone who believes the complaint has not been dealt with to their satisfaction should contact the NZQA by emailing or telephoning.

Anyone who thinks the Code of Care is not being adhered to

- **Tertiary Education Commission**

- Financial or Contractual Obligations

- **Study Link**

- Issues with student allowances

- **Police**

- If the complainant has been subjected to physical harassment, sexual harassment, or behaviour involving obscene language or threats, they can make a complaint to the Police. The Police may investigate the complaint and take further action.

- If the complaint is considered less serious in nature, then remedies may be available through the courts, for example, protection orders.

- **The Human Rights Commission**

- Anyone who believes they have been discriminated against or has a complaint of sexual harassment may contact the Human Rights Commission by writing, telephoning or visiting the office. They may take a support person with them or get a mediation officer to visit their home or workplace.

- **Net safe**

- If any online platform is used in the actions of bullying, harassment or discrimination this should be reported to Net safe.

- **Work safe**

- If there is a safety issue in your place of learning that is not addressed

- **Privacy Commissioner**

- If you feel there is any misuse of your personal information

Related New Zealand legislation and employment documents

- Employment Relations Act 2000
- Human Rights Act 1993
- Crimes Act 1961

- Harassment Act 1997
- Protected Disclosures Act 2000
- Health & Safety at Work Act 2015
- The Harmful Digital Communications Act (2015)
- Privacy Act 2020