



# **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

## 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.

### TEO information

<b>TEO Name</b>	Ngātiwai Education			<b>MoE number</b>	7197
<b>Code contact</b>	<b>Name</b>	Jackie Sadler		<b>Job title</b>	Facilitator/ Coordinator
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<b>Current enrolments</b>	<b>Domestic learners</b>	<b>Total #</b>	27	<b>18 y/o or older</b>	1
				<b>Under 18 y/o</b>	20
	<b>International learners</b>	<b>Total #</b>	#0	<b>18 y/o or older</b>	#0
				<b>Under 18 y/o</b>	#0
<b>Current residents</b>	<b>Domestic learners</b>	<b>Total #</b>	#	<b>18 y/o or older</b>	#
				<b>Under 18 y/o</b>	#
	<b>International learners</b>	<b>Total #</b>	#0	<b>18 y/o or older</b>	#0
				<b>Under 18 y/o</b>	#0
<b>Report author(s)</b>					

## 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
<b>Outcome 1:</b> A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
<b>Outcome 2:</b> Learner voice	Well implemented / Implemented / Developing / Early stages

### Wellbeing and safety practices for all tertiary providers

	Rating
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
<b>Outcome 4:</b> Learners are safe and well	Well implemented / Implemented / Developing / Early stages



## Summary of performance under each outcome

Please note that staff feedback is presented in standard font, while feedback from ākongā is italicised.

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 1:</b> A learner wellbeing and safety system	Ngātiwai Education fosters a well-supported learning environment, ensuring the implementation of robust wellbeing and safety systems.	Ngātiwai Education prioritises a supportive and inclusive learning environment, ensuring that ākongā wellbeing and safety remain at the forefront of our approach.  <b>Learner Engagement and Feedback</b> <ul style="list-style-type: none"> <li>• Staff conduct daily check-ins with ākongā, and formal feedback is collected at the beginning, mid-point, and near completion of each course. <i>Ākongā</i> are strongly encouraged to provide feedback to enhance programme delivery.</li> <li>• Social media platforms, including Messenger and Instagram group chats, are utilised for ongoing communication, check-ins, and programme-related updates.</li> <li>• Direct communication methods, such as phone calls and text messaging, are also employed to maintain strong connections between staff and ākongā.</li> </ul>

	<p><b>Wellbeing Initiatives</b></p> <ul style="list-style-type: none"> <li>• Staff wellbeing is a key priority, as maintaining a positive state of mind enhances our ability to effectively support ākonga.</li> <li>• Ākonga participate in gym activities twice per week, with plans to introduce yoga or mindfulness practices to further support their wellbeing.</li> <li>• Staff have access to the Activate Whangārei gym three days per week, with Wednesdays dedicated to yoga and mindfulness to promote overall wellbeing.</li> </ul> <p><b>Quality and Compliance</b></p> <ul style="list-style-type: none"> <li>• Our Quality Management System (QMS) is reviewed and updated annually to ensure best practices are maintained.</li> <li>• All staff-related documents, including role descriptions, CVs, and police checks, are securely stored, and kept up to date.</li> <li>• Ngātiwai Education delivers programmes across three venues: Ngātiwai Trust Board, Terenga Paraoa Marae, and Te Wānanga o Aotearoa. All venues hold current building Warrants of Fitness (WOF) and undergo regular compliance testing.</li> </ul> <p><b>Complaints and Dispute Resolution</b></p> <ul style="list-style-type: none"> <li>• The complaints procedure and the Tertiary Education Disputes Resolution process are thoroughly explained during ākonga enrolment.</li> </ul>
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		<ul style="list-style-type: none"> <li>• All Health and Safety incidents or complaints are recorded, securely stored, and readily accessible.</li> <li>• To date, no formal complaints or incidents have been reported.</li> <li>• 0 Complaints have been reported for the year 2024.</li> <li>• 0 Critical incidents have been reported for the year 2024.</li> </ul> <p><b>Staff and Ākonga Relationships</b></p> <ul style="list-style-type: none"> <li>• Our staff foster a welcoming and trusting environment where ākonga feel comfortable to engage, share, and confide in them.</li> </ul> <p>Feedback from ākonga:</p> <p><i>I was never engaged at school; I will always bunk class. Since coming to Ngātiwai Education, I have only missed one day of class.</i></p> <p><i>I feel welcomed and comfortable here.</i></p> <p><i>I like the smaller learning environment. You feel listened too and get one on one tutoring.</i></p> <p><i>The tutors make you feel that you belong to something. They make you feel proud.</i></p>
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		<p><i>I struggle with reading and writing and feel embarrassed a lot of the time. I was given a chrome book to do my work on and never felt embarrassed.</i></p>
<p><b>Outcome 2:</b> Learner voice</p>	<p>Ngātiwai Education actively encourages learner voice, gathering feedback through multiple channels to ensure ākongā perspectives are valued and incorporated.</p>	<p><b>Structured Feedback Collection:</b></p> <ul style="list-style-type: none"> <li>• Staff distribute feedback forms at the beginning, mid-point, and completion of each course to support continuous evaluation and improvement.</li> </ul> <p><b>Open Communication:</b></p> <ul style="list-style-type: none"> <li>• Morning karakia provides a dedicated space for ākongā to express thoughts, concerns, or grievances, which are addressed using appropriate processes and procedures. Open communication is always encouraged where ākongā</li> </ul> <p><b>Supportive Learning Environment:</b></p> <ul style="list-style-type: none"> <li>• Smaller class sizes foster stronger relationships between staff and ākongā, allowing for a more personalised learning experience. Group discussions encourage whanaungatanga, enabling staff to better understand each ākongā and proactively identify potential challenges.</li> </ul> <p><b>Multiple Communication Channels:</b></p>



		<ul style="list-style-type: none"><li>• Ākonga are encouraged to share their learner voice through various platforms, including social media, text messaging, phone calls, and email.</li></ul>
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### Wellbeing and safety practices for all tertiary providers

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Ngātiwai Education is committed to providing a safe, inclusive, supportive, and accessible learning environment, both physically and digitally.	<p>Through well-established wellbeing practices, clear communication channels, and culturally responsive approaches, we ensure that all ākonga feel valued and supported in their learning journey.</p> <p>Feedback:            Kia tū Rangatira Te Iwi o Ngātiwai: To stand strong as Te Iwi o Ngātiwai.            Kia korikori ngā totoro o Manaia Turanga Rau: To strengthen the wellbeing and prosperity of Ngātiwai.</p> <p>Ngātiwai Education kaimahi embody <b>Rangatiratanga</b> in their mahi, serving as role models and nurturing the next generation of leaders among our taitamariki.</p> <p>Our workplace culture is grounded in <b>Manaakitanga</b> and <b>Whanaungatanga</b>, creating a warm and welcoming environment that extends to our ākonga, ensuring they feel valued and supported.</p>

	<p>To foster a safe and supportive learning space, we encourage ākonga to express themselves freely, knowing they can trust our kaimahi.</p> <p>We actively remove barriers to learning by:</p> <ul style="list-style-type: none"> <li>• Providing <b>Chromebooks</b> for ākonga who experience difficulties with reading and writing.</li> <li>• Offering <b>transport assistance</b> to alleviate stress on whānau and support attendance.</li> </ul> <p>Ngātiwai Education upholds a commitment to inclusivity, ensuring that no one experiences discrimination. Every individual is treated equitably, with support tailored to their unique needs, capabilities, and abilities, fostering a learning environment where all ākonga can thrive.</p> <p>Student feedback:</p> <p><i>I struggle with reading and writing; I would always feel shy and not engage. I liked how the tutors instantly recognised my challenges and gave me a chrome book to do my work on. They did not make a fuss- they treated me like everyone else. They never singled me out in front of everyone.</i></p> <p><i>I love how they celebrate success! They celebrate the smallest things, which make us feel good about ourselves.</i></p> <p><i>I don't feel embarrassed to ask for help.</i></p>
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<p><b>Outcome 4:</b> Learners are safe and well</p>	<p>Ngātiwai Education prioritises the safety and wellbeing of all ākonga, fostering a secure and supportive learning environment where their needs are actively monitored and addressed.</p>	<p>Ngātiwai Education effectively upholds the safety and wellbeing of all ākonga by implementing robust support systems, clear policies, and culturally responsive practices. Regular check-ins, accessible communication channels, and a strong focus on whanaungatanga ensure that learners feel secure, valued, and supported throughout their educational journey.</p> <p>Student feedback:</p> <p><i>Tutors always make us feel welcomed and safe.</i></p> <p><i>When I am not having a good day- our tutors understand and let us have time out.</i></p> <p><i>I feel like we are being listened too.</i></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
<b>Outcome 1:</b> A learner wellbeing and safety system	
<b>Outcome 2:</b> Learner voice	

### Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Our organisation is continuing to enhance its digital learning capabilities. However, a key challenge remains in the sustainability of our current devices, which are approaching the end of their lifecycle and may require upgrading within the next year or two. Ensuring compliance with digital learning standards will necessitate investment in updated technology to maintain seamless programme delivery and learner engagement.
<b>Outcome 4:</b> Learners are safe and well	

## 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
<b>Outcome 1:</b> A learner wellbeing and safety system					
<b>Outcome 2:</b> Learner voice					

### Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Upgrade digital learning devices to ensure continued compliance and effective programme delivery.	Administration/ Tutors	Within the next two years	<ul style="list-style-type: none"> <li>Conduct a needs assessment to determine device specifications and quantity required.</li> <li>Develop a procurement plan, including budget allocation and supplier evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>100% of necessary devices replaced or upgraded within the specified timeframe.</li> <li>Improved system performance and</li> </ul>

				<ul style="list-style-type: none"> <li>• Implement a phased rollout of new devices to minimise disruption to learning.</li> <li>• Provide staff and ākonga with necessary training on new technology.</li> </ul>	<p>reliability reported by staff and learners.</p> <ul style="list-style-type: none"> <li>• Increased engagement and participation in digital learning activities.</li> <li>• Positive feedback from learners and educators regarding the digital learning experience.</li> </ul>
<b>Outcome 4:</b> Learners are safe and well					

<b>Ngātiwai Education Definition of Complaint and critical incident.</b>	
<p><b>Complaint</b> a reason for not being satisfied; a statement that somebody makes saying that they are not satisfied.</p> <p><i>0 complaints have been reported for the year 2024.</i></p>	<p><i>A formal or informal expression of dissatisfaction made by an ākonga (learner), whānau, staff member, or stakeholder regarding any aspect of Ngātiwai Education’s services, policies, procedures, or conduct. Complaints may relate to programme delivery, staff behaviour, administrative processes, or any matter affecting the learning environment. Ngātiwai Education is committed to</i></p>

<p><a href="#">complaint noun - Definition, pictures, pronunciation and usage notes   Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.com</a></p>	<p><i>addressing complaints fairly, transparently, and in accordance with tikanga Māori and relevant regulatory requirements.</i></p> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• <b>Education and Training Act 2020 (NZ)</b> – Outlines the rights of learners and responsibilities of education providers in handling complaints.</li> <li>• <b>New Zealand Qualifications Authority (NZQA) – Student Complaints Policy</b> – Provides guidance on how tertiary education organisations should manage complaints.</li> <li>• <b>Ngātiwai Education Policies and Procedures</b> – Internal guidelines for addressing and resolving complaints in alignment with tikanga Māori.</li> </ul>
<p><b>Critical Incident</b></p> <p><i>0 critical incidents have been reported for 2024.</i></p>	<p><i>A serious or unexpected event that poses an immediate or significant risk to the safety, well-being, or operational integrity of ākonga (learners), staff, or the wider Ngātiwai Education community.</i></p> <p><i>Critical incidents may include, but are not limited to, medical emergencies, serious misconduct, threats to personal safety, breaches of tikanga Māori or organisational values, natural disasters, or technological failures that disrupt programme delivery. Ngātiwai Education is committed to responding to critical incidents in a timely, culturally responsive, and structured manner to minimise harm and ensure continuity of care and learning.</i></p> <p><b>References:</b></p>



	<ul style="list-style-type: none"><li>• <b>Health and Safety at Work Act 2015 (NZ)</b> – Establishes legal duties for organisations to manage risks and respond to critical incidents.</li><li>• <b>New Zealand Qualifications Authority (NZQA) – Code of Practice for the Pastoral Care of Tertiary and International Learners</b> – Provides guidance on responding to critical incidents affecting learner well-being.</li><li>• <b>Ngātiwai Education Policies and Procedures</b> – Internal protocols for responding to critical incidents in alignment with tikanga Māori and best practice guidelines.</li></ul>
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