



Learner Wellbeing & Success Plan Review 2024

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Introduction

In response to the 2021 review of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice, AKA Education Group established its Learner Wellbeing & Success Plan (LWS Plan).

This plan encompasses and applies to all of our constituent providers, namely:

- AGI Education
- Auckland College of Tertiary Studies (ACTS)
- Kauri Academy
- Samala Robinson Academy (SRA)
- CC Training Academy (CCTA)
- Alpha Educational Institute (AEI)

In 2023, AKA Education Group conducted a thorough review of this LWS Plan, working through the Code process by process to ensure that all requirements were being met and looking for areas of improvement across the whole of our provision.

The outcome of this process was to set the following strategic goals:

1. Providing a robust and integrated learner wellbeing support system that is regularly reviewed to ensure it is meeting the needs of all learners.
2. Implementing feedback mechanisms that promote regular engagement with learners to continually understand and cater to their needs.
3. Creating an environment that encourages the promotion of learners' mana and autonomy by consulting learners in the design and review of the Learner Wellbeing and Success Plan and the associated learner wellbeing support system.

Feedback on AKA's LWS Plan

AKA's LWS Plan has worked well since its implementation and has been reviewed as part of multiple EERs of our providers.

AGI Education's EER report dated 28 September 2023 found:

"An AGI [AKA] learner and wellbeing success plan aligns well with Code requirements."

The CCTA (inclusive of ACTS) EER report dated 8 March 2024 found:

"The organisation has effective processes to review how well it meets the spirit and intent of the Code of Practice."

and that

"CCTA is meeting its obligations with respect to the Code of Practice."

The Samala Robinson Academy (SRA) EER report, also dated 8 March 2024 found:

"The two Code of Practice reviews conducted to date have been coherent."

And that

“SRA has an effective approach to support and guidance that has contributed to high student satisfaction levels and... self-assessment undertaken is systematic, broad and of high quality, notable for a small PTE.”

Further, the 2023 AKA LWS Plan (under Kauri Academy) was selected for review by NZQA Code Monitoring, the report for which found,

“Based on our review of your report, we are confident that Kauri Academy has learner wellbeing and safety practices in place or has identified and documented gaps and associated next steps in your action plan.”

Nevertheless, in keeping with the provisions of the Code, this Plan and the Strategic Goals set therein are now subject to review as part of AKA Education’s commitment to an ongoing process of seeking to constantly improve its Code provision.

Process

The 2023 LWS Plan Review examined the Code process by process and matched it to our policies and procedures, including identifying where we gather information/evidence about the implementation of each process, what this information tells us, and how we use it to ensure Code compliance.

In each area, we then considered possible improvements and drew up a plan for implementation. Most of these plans were then put into effect before our 2023 Attestation, though some were also set as Strategic Goals for the 2023-24 year.

In this 2024 review, we will again consider and document how we ensure our processes match those of the Code on a process by process level, but we will also review the effectiveness of the improvement measures implemented in the 2023 Review process and also those that were set as goals for the 2023-24 year.

From this, we will identify any necessary or beneficial adjustments to these measures, and we will also note other improvements to our Code provision which have occurred organically throughout the year. Finally, drawing on all this information, we will seek for further areas of improvement for the 2024-25 year and decide our 2024-25 LWS Plan Strategic Goals.

2024 Learner Wellbeing & Success Plan Review

Code Review – Parts 1 and 2

Part 1 and 2 of the Code cover the Introduction and summary of Terms.

Part 3 – Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

Outcome 1: Learner wellbeing and safety system

Process 1: Strategic Goals and Strategic Plans & Process 2: Self-review of learner wellbeing and safety practices

AKA's LWS Plan constitutes the Group's Strategic Plan for Code compliance and delivery and contains the three strategic Goals listed above.

This review constitutes the review required in clause 2, informed by learner and stakeholder input as required by clause 3 and as described in Process 2.

The reviewed and revised Strategic Goals for the 2024-2025 year can be found on page 26 of this document.

Process 3: Publication Requirements

Links to this review and the consequent revision of our strategic goals will be published on the websites of all our constituent providers as well as the AKA Education Group website.

Process 4: Responsive Wellbeing & Safety Systems

We gather a wide range of information from stakeholders to ensure that our learners remain safe and well, and that we can identify any emerging concerns and take appropriate action. This includes both formal and informal communications and evaluations with students, feedback to Student Ambassadors, as well as staff and industry, including our external placement providers. We are therefore confident in our compliance with this process.

In 2023 we identified the following measures to further improve our delivery of this process

- 1) Further and more in-depth staff training to
 - a. Deepen staff understanding the full breadth of the Code and how it relates to our systems.
 - b. Draw upon the expertise of key staff members to ensure staff members in toto have a better understanding of the Treaty of Waitangi and how our commitment to it can translate into classroom practice, including understanding of the Te Whare Tapa Whā model.
 - c. Review our current identification and reporting mechanisms to check and ensure full staff awareness and seek feedback.

- d. Draw upon the expertise of key staff members to ensure staff members in toto and teaching staff in particular know at a more specific level which behaviours to look for which might suggest a student is in need of support.
- 2) Drawing upon the delivery and outcomes of this training, to incorporate this into an online Staff Induction training course for all new staff.
- 3) A thorough review of our Emergency Procedures and Manual to ensure currency and fitness for purpose

Implementation

All measures were implemented prior to 2023 attestation with the exception of 1b, which formed part of our proposed Sow Nurture Grow programme to be developed and implemented in 2024.

2024 Review:

Training in Code responsibilities is now undertaken through an online Induction module for all new staff. Staff feedback about this training was sought as part of the 2024 Code review and responses showed that staff are happy with their knowledge of the Code and how it relates to their role. As a result, we are confident that staff understanding of the Code and their part in its implementation remains strong.

The Te Whare Tapa Whā concept of health and wellbeing is thoroughly embedded in our healthcare programme course materials. It is now also explored for all students through Whānau Dau activities addressing aspects of the four taha, both individually and as a whole.

Reporting and feedback mechanisms remain robust and fit for purpose and incorporate 'what to look for' advice through in person training as part of the 2023 review and through online induction training ongoing through 2024. This training has also been extended to Student Ambassadors as an 'extra set of eyes' in the classroom.

Details of the implementation of the Sow Nurture Grow strategy can be found on pages 11 and 31 of this Review Report.

The AKA Emergency Procedures and Manual have been reviewed as part of the 2024-25 LWS Review and updated where necessary.

Outcome 2: Learner voice

Process 1: Learner voice

We gather voluminous learner feedback via our student evaluation systems. This information is gathered in both formal and informal systems.

Formal learner voice systems include extensive online student evaluations: at the start of learners' study, at frequent intervals throughout the period of study, on completion and again at a graduate outcomes survey one year after completion, as well as through Student Ambassador scheme (see below).

Informally students are given voice through ongoing communication with all staff members, but especially through facilitators, student services and marketing staff. This contact is noted in our Athina LMS for record keeping and follow up.

We proactively use this data to identify strengths and weaknesses in our programmes and take prompt action where required to address issues.

All Student Evaluation feedback is anonymous, and questions are targeted towards key quality indicators in alignment with our Learning & Teaching Experience strategy, but also offer the opportunity to give open feedback, during which learners are actively prompted to address anything in their student experience that they are unhappy with.

Through these processes, we can be confident that problems and issues are both raised (and addressed) in a timely fashion, and that students are honest and open in their feedback.

We also give our students voice through our Student Ambassador scheme. Each class/intake nominates and elects a Student Ambassador, and these Ambassadors regularly meet Programme Leaders (see 2024 Review below) to offer feedback, both of their own and collected from other students in their class, as well as to be consulted about possible changes to process etc.

Through these parallel processes, along with all staff's open-door policy and openness to constructive student feedback and/or criticism, we are confident that students have a strong and listened to voice in our schools.

In keeping with these Learner voice systems, we have:

- a. Formally consulted with Student Ambassadors around this strategic review and sought input into our new strategic goals.
- b. Consulted with Student Ambassadors with regard to possible barriers to learner participation and how these might be overcome.

We have also identified the following as an area of improvement:

- a. To more regularly publicise student evaluation results, with relevant contextual information, and planned action arising from it (where relevant).

Implementation

- a. This information will be provided by Programme Leaders and Academic Director and will be made available through Student Ambassadors in their next meeting after the relevant evaluation.

2024 Review:

The above improvements were implemented in 2023-24, however in reviewing and focussing on the Student Ambassador (SA) meetings process, a range of further improvements were identified and put into practice in the current Code year, as described under.

We identified that online meetings, especially for Diploma in Health and Wellbeing Level 5 (DHW), were hard to manage due to large number of ambassadors, plus the limitations of the online meeting mode.

This meant the process tended to a series of exchanges where the Programme Leader (PL) questioned individual SAs while the rest wait their turn.

This in turn lead both to overly long meetings and limited genuine interaction, guided as it was by question and response.

We also found that the content of the meetings and the student questions/answers tended to reflect Student Evaluation results, the feedback from which we generally already knew.

We also reflected on the fact that Diversional Therapy and Community Health (DTCH) and Pharmacy Technician (PHT) facilitators are also the Programme Leaders for their programme and, with only one class each, this means that students might find it difficult to speak openly about any programme/teaching concerns, should they occur.

As a result, it was decided to move oversight of Student Ambassadors (SAs) to individual Campus Directors (CDs), and to conduct meetings face to face.

The goals of this change were:

- Smaller, face to face meetings, giving greater opportunity for student feedback and engagement.
- Meetings are shorter, easier to manage and more focussed.
- Relationship of SAs to CDs is developed and two-way flow of information encouraged.
- Based on this relationship, SAs are encouraged to keep communication with CD open between meetings to deal with everyday issues (e.g. facilities) such that they are resolved as quickly and efficiently as possible.
- SAs can be confident to speak freely with a “third party” (i.e. not their PL) about any concerns they have.
- Where programme related issues are raised, the CD works as a conduit to the PL where appropriate or where appropriate, the student is guided to speak to the PL directly.

Review of this new system has found it to be working well and that the goals of this new approach were now either being met or in the process of improving.

SAs have also been consulted on this 2024 LSW Plan and been given the opportunity to offer input, suggestions and comment.

Process 2 – Learner Complaints

Our learners are notified of our complaints process in our Guide to Study pre-enrolment information document, as well as their Online Induction (accompanied by comprehension check questions) and in their Student Handbooks. This information is also published to the notice boards of every classroom.

Nevertheless, on review, we have identified the following as areas in which we can improve our learner complaints process:

- a. Publication of complaints data and outcomes via our websites.
- b. Formal collection of feedback data from students on the complaints process when it is invoked.

Implementation

- a. No formal complaints to the Chief Executive have been received in the period.
- b. A Complaints Process Feedback form has been created and will be used in case of future formal complaints in order to reflect on and where necessary improve the complaints process.

2024 review:

Complaints data has been published to individual provider websites.

Again in the 2023-24 year, no formal complaints were made to the CEO.

Process 3: Compliance with the Dispute Resolution Scheme

We are aware of and comply with all relevant dispute resolutions schemes.

2024 review:

Classroom noticeboard, student handbooks and online induction materials have been updated from iStudent Complaints to Study Complaints and relevant contact information.

Part 4 – Wellbeing & Safety Practices

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Process 1 - Safe & Inclusive Communities

Discrimination, racism, bullying and/or harassment are injurious to our learners' mana as well as their taha whānau, taha hinengaro and taha wairua. As such these behaviours are prohibited in our student Code of Conduct and subject to the harshest sanction.

Our approach towards either the incidence or prospect of these behaviours is twofold: preventative and reactive.

Prevention

We take active measures to ensure that students are well integrated, work together cooperatively and collaboratively, have extensive opportunities to form positive relationships and share their cultures in an environment that acknowledges and celebrates diversity in all its aspects. This positive environment serves to minimise and pre-empt occasions/motivations for discrimination, racism, bullying and/or harassment. For further details see 'Process 2 Learner Participation and Engagement' below.

Reaction

Our Code of Conduct (contained in our Student Handbook, also linked to and the subject of comprehension questions in students' online Induction) makes it clear that no form of discrimination, racism, bullying or harassment will be permitted on campus and that disciplinary measures for these behaviours are harsh.

Policies for reaction to instances of these behaviours in real time are covered in our Emergency Procedures Manual which lays out procedures for immediate reaction to incidents, along with responsibilities for senior staff in response, including follow up with affected students.

In reviewing this process, the following were identified as improvements for action:

- 1) Make students more explicitly aware of both our preventative and reactive policies in this area and provide fuller context (i.e. more and rather than simply share a prohibition in the Code of Conduct, address what constitutes bullying, racism, discrimination and why it is unacceptable).
- 2) Ensure students are aware of the range of different means by which they can notify us of incidences of bullying, harassment etc.

- 3) Ensure students are aware that their anonymity will be protected if requested.
- 4) Empower students to support each other and notify us (anonymously if requested) on behalf of another students.
- 5) Work with staff to identify behaviours that may be observed in a victim of racism, bullying and/or discrimination such that this might be followed up proactively, rather than relying on student notification.

Implementation

Items 1-4 above have now been addressed through reviewing our Guide to Study, Induction and Handbook materials to ensure fuller, more explicit and supportive communication. Student Ambassadors have also been asked to pro-actively monitor for incidences and raise with staff.

We have reviewed and provided further information in these documents regarding acceptance of other learners, inclusivity, external community, cultural and faith support and building connective learning environments. In so doing we draw attention to the wide range of diversity that exists and is celebrated in our schools and explain our commitment to a learning and teaching style which will enhance learners' social connectivity. We also link this directly to learners' taha whānau, its importance in maintaining good mental health, adjusting to life in NZ and in dealing with incidences of culture shock.

Links to where to find cultural, community and spiritual support (taha wairua) have always been available on the Useful Links page of our website, however, this information has now also been incorporated and highlighted in our Guide to Study document to make this more proactively available.

Item 5 has been addressed via a workshop with our Healthcare facilitators which has helped to identify behaviours that might be observable in students suffering bullying, racism or discrimination, and this information has been reworked into workshops with non-healthcare facilitators and support staff.

This content has also been developed into a module of our online staff induction to ensure that new as well as current staff have addressed this content.

2024 Review

The above materials have been reviewed and found to still be relevant. Links to external websites (for example in Guide to Study and Useful Links on our website) have tested and updated where necessary.

Over the course of the year, Whānau Day sessions have also addressed these topics to ensure students are well informed about and aware of both these issues and how to address them.

Student Ambassadors have also received training in 'what to look for' behaviours in classmates that might warrant notification of tutor/Programme Leader for investigation.

Process 2: Supporting Learner Participation and Engagement

Our Teaching and Learning Experience (LTE) strategy explicitly addresses the need for active lessons that engage students. Our longstanding focus on developing 'soft' communication and confidence skills necessary to allow graduates to achieve in industry, reinforces this approach. In engaging and participating fully both in class and on campus life more generally, our students build strong and supportive social relationships with their classmates and, through Whānau Day and various cultural day activities, across the school more generally. These relationships bolster our students' taha whānau with resultant positive effects on all aspects of their te whare tapa whā wellbeing.

Thus we feel our current practice meets student needs identified in the Code, however on review we have identified the following areas for improvement/ development:

- 1) Better integration of te reo and tikanga content into non-Healthcare programmes.
- 2) Explicitly address the Te Whare Tapa Whā model of wellbeing in pre-enrolment information and support materials.
- 3) More explicitly address the nature of the tertiary environment generally (in contrast to the secondary environment) and the AKA Learning and Teaching philosophy more particularly (in contrast to more traditional teaching methodologies) in order to better prepare students for the demands that will be made on them as part of their programme of study.
- 4) Make explicit in Guide to Study, Induction, Handbook & Orientation that academic and pastoral support are both available in confidence if the student prefers.

Implementation

- 1) Our Kaitiaki Whanaungatanga Hapori is currently in the process of developing this approach (Sow, Nurture Grow) and associated PD and this forms part of our 2023-24 plan.
- 2-5) This content has been included in the Guide to Study document. Point 3) has also been included at the very start of our Student Handbooks to ensure that prospective students are aware of what will be expected of them.

2024 Review

Guide to Study content has been reviewed and sound to still be current. Where necessary weblinks have been updated.

Our Sow, Nurture, Grow kaupapa has now gone live and is in the process of being bedded in to everyday class delivery. This includes starting and ending classes with karakia, both staff and students learning a selection of simple waiata, and the introduction of basic pepeha. Support for pronunciation has also been included.

The first step of the implementation process was to select relevant materials, then build staff capability prior to introduction to students/classes. This was done through the provision of online materials, models and examples, first to staff who then began to use these in staff meetings and gatherings. Once staff felt comfortable with this, karakia were added to classes and waiata and pepeha introduced via Whānau Day activities.

Sow Nurture Grow content aligns well with our Healthcare programmes where hauora and Te Whare Tapa Whā modules are explored extensively. For non-healthcare students, the importance of the programme has been aligned with the need for students to understand the culture, history and bi- as well as multi-cultural nature of modern Aotearoa/New Zealand. This has also been linked to our commitment to preparing our students for life in industry after their study.

As part of this process, we have continued to look for opportunities to better prepare students for their clinical placements and graduates for the demands of NZ industry.

One recent focus has been on the need for high standards of personal hygiene, both as a courtesy to classmates and fellow workers, but also as a demand made by Ao/NZ workplaces. This focus has been in response to student, staff and facility feedback around this issue.

To this end more explicit content has been front loaded into Induction, along with explicit concept check questions about the consequences of poor personal hygiene, the topic has been made a prominent, interactive part of Orientation, and the issue has been addressed in Whānau Day. This is now being followed up by stronger everyday policing of standards and a dedicated focus in students' final module before clinical placement for healthcare programmes.

We have linked this focus to taha tinana, which encompasses general concepts of physical health along with the importance of maintaining one's body more generally through good hygiene and self-care. Care for the body also cares for one's mauri (life force) and wairua (spirit) and thus one's overall sense of well-being through the Te Whare Tapa Whā model. It also ties in with concepts of whakawhanaungatanga (respect for others) and kaitiāngitanga (respect for the environment).

From this we are now broadening our focus to more explicitly addressing professional standards and the expectations of the Ao/NZ workplace more generally. This again has been in response to staff and facility feedback.

This focus now includes professional standards of grooming, building confidence in verbal communication and working in (and where necessary leading) a team, expectations around communication of lateness or absence, actions that constitute breaches of our Code of Conduct and how this parallels that of most workplaces, Health & Safety awareness, expectations of inclusivity including around culture/nationality, gender, sexuality, disability status etc.

Together these different strands have been incorporated into our Sow Nurture Grow tikanga as Whakarite Ngaioatanga ('Preparing for a Professional Environment'). As noted above, these strands support both mauri and wairua which are linked to the understanding of professionalism in the Māori context. These concepts encourage individuals to maintain their well-being, act with integrity, uphold ethical standards, and contribute positively to their work environment and community, incorporating and integrating the Te Whare Tapa Whā pillars of taha tinana, taha whanau, and the concepts of mauri and wairua.

This new Whakarite Ngaioatanga programme is still in the process of implementation, and as a result, will form part of the action plan for the 2023-24 Code year.

Process 3 – Physical and digital spaces and facilities

All of our campuses maintain safe spaces through comprehensive Health & Safety processes.

Our students' feedback on facilities is provided both formally via regular Evaluation surveys, and monthly Student Ambassador meetings, and informally through feedback to facilitators, Campus Directors and other staff. From this, any issues raised are addressed, suggested improvements considered and where appropriate, actioned.

2024 Review

Facilities continue to be monitored through Student Evaluations and issues addressed both in response to these and in concert with Student Ambassador engagement and feedback.

In response to student feedback, through the early part of 2024 we have planned a range of improvements to student facilities, work is now in process, with final completion due over the Christmas break.

Stage one aims to improve student kitchen and lunch facilities on Level 7 of our City Campus, with later work planned to offer workshop facilities to NZ Diploma in Construction Level 6 (NZDC) students, better mock pharmacy facilities to PHT students, and expanded lunch area facilities on Level 6 to all students. Other improvements to the physical environment include improvement to lighting in common areas and their replacement of old, faulty and broken window blinds in all classrooms.

In concert with the development and implementation of our 'Sow, Nurture, Grow' kaupapa, we have sought and received tangata whenua perspectives into these renovation plans. This feedback was

supportive, particularly in regard to giving students greater space and facilities to eat and share food together, socialise and support their taha whānau.

Occasional Wi-Fi issues continue to occur, however feedback through evaluations show that satisfaction has increased throughout the year and we are now, via Student Ambassadors, actively seeking more detailed information in order to address any issues that occur.

Wifi issues in our Christchurch campus have now been addressed through adding more access points in the student lounge area.

Facilities feedback from the Manukau campus remains positive.

All campuses are now fully accessible to people with disabilities.

Outcome 4: Learners are safe & well

Process 1 - Information for learners about assistance to meet their basic needs

We have always provided extensive information to assist learners in their adjustment to and basic needs in NZ.

However, as part of the 2023 review, we took to opportunity to compile various sources of information that we offer students and expand this into a thorough 'Guide to Study in New Zealand'. This more proactively presents useful information for the student, rather than just providing links to follow. In this way it better prepares students for life in NZ.

This document also more explicitly introduces and addresses student wellbeing following the te whare tapa wha model, taking a wholistic approach to wellbeing.

The Guide to Study gives information on and links to further resources to international students around the following topics:

- Accommodation: flatting, renting, short- and long-term options
- Banking and Finances: choosing a bank, setting up an account, exchanging money
- Budgeting and living costs: what to expect and how to manage your money during your studies
- Shopping: payment methods, opening hours, supermarkets, value retailers
- Mobile phones Internet & electricity: how to get connected, service providers, plugs and voltage
- Working in NZ: workers' rights, working while studying, identifying and reporting exploitative practices
- Childcare & School: The NZ childcare & school systems, how to enrol children in both
- Financial Wellbeing: being responsible, managing debt, working & studying
- NZ Rules, Culture & Customs: values, manners, greetings, laws, useful topics to understand (including the place of LGBTQIA+ people, women & disabled people in NZ, common te reo phrases, the place and importance of te Tiriti)
- Culture Shock: what it is and tips to manage it
- Staying Safe: on campus, in emergencies, general advice in public places, drugs & alcohol, when tramping, in the sun, in the water, online
- On Campus Safety: health & safety responsibilities, keeping property safe, fire safety, smoking, risks & hazards, computer comfort & safety
- Building Evacuation: in a fire, in an active armed offender situation, how to report an emergency
- Life in Auckland/Christchurch: transport, work, cost of living, fun things to do
- Your Studies: what tertiary study involves, how AKA delivers tertiary study (incorporating our Learning Teaching Strategy)
- Drug & Alcohol Awareness: how drugs & alcohol affect you, how to be safe & get help
- Te Whare Tapa Whā:

- Taha tinana (monitoring your health, finding a doctor/getting care, vaccination, sexual health, healthy eating, staying hydrated, sleeping well, being active)
- Taha Wairua (making contact with people of your faith & culture)
- Taha Whānau (your whānau, LGBTQIA+ support, disability support, financial wellbeing, making your AKA community, the value of volunteering)
- Taha Hinengaro (positive mindset, mental illness, managing stress, bullying, harassment, racism & discrimination: getting help for yourself or others)
- Healthy relationships: consent, contraception, abuse, getting help for yourself or others
- How to Contact your Embassy
- Complaints Process

This document is provided to all new students through their online induction as a key resource in both their preparation for travelling to NZ and their arrival and adjustment to NZ life and study. Key aspects of this information are also reiterated in our Online Induction, in-person Orientation and in students' Handbooks.

A version of the Guide To Study has also been developed which reiterates the key information above as relevant to domestic students.

Areas for improvement

As this document was compiled and reviewed with reference to our Code obligations, we are confident that the information it provides covers our responsibilities in this and several other sections of the Code. It will be reviewed as part of our 2023-24 Review Process.

2024 Review

Guides to Study have been reviewed and the content found to still be current/relevant. Dead/changed weblinks have been updated both to this document and on the Useful Links page on our website.

Complaints process and summaries in class, online, in handbooks, and induction have been adjusted to reflect the change from iStudent Complaints to Study Complaints.

Our 'Where to Get Help' posters have been updated to reflect changes to the Christchurch teachers Room, Manukau Teachers' and HOD rooms, Auckland ACTS Program Leader's room, and the AKA Documents email.

Process 2: Promoting physical and mental health awareness

As noted in the previous section, we provide extensive information for students on maintaining both physical and mental health and how and where to find support and assistance - both from us and external agencies - in our Guide to Study, on our website, and through Whānau Day topics and activities.

We also take care to address the stress inherent in our (and all) programmes of study through careful preparation of students prior to exams and assessments, support for students' planning and preparation for assessed work, time management skills and include one-on-one support and feedback sessions prior to submission of assignments etc. These practices all serve to support our students' mental health wellbeing through reduction and/or active management of stress.

We also proactively identify and celebrate a range of cultural events and festivals in our programmes, especially through Whānau Day, as well as give students the opportunities in class to reflect on

practices in the own cultures and the continuities and divergences with what they have found/will find in NZ.

The purpose of this approach is to celebrate the wide range of different cultures represented in our student body and allow students to both take pride in and share their culture with others. This serves to promote ongoing connection with their individual culture(s) while also exposing other students to a variety of other cultures.

This is of value both in itself, but also in a) further promotion social ties and bonds between students, with flow on positive effects on self-esteem and taha hinengaro and b) preparing our students for their life and future employment in modern, diverse New Zealand.

Whānau Day activities more generally also provide an opportunity to make social connections and build support networks more widely across the group, as well as explicitly addressing mental and physical health topics.

Areas for Improvement

- 1) Take a more proactive approach to promotion of physical and mental health awareness in non-healthcare programmes.
- 2) Ensure that ACTS, SRA & Pharmacy students take an active part in Whānau Day and cultural celebrations.

Implementation

1) Workshops have been delivered where Healthcare facilitators and senior Academic staff have offered input, especially around how Healthcare students can work as 'facilitators' for physical and mental health content in non-healthcare programmes, especially as part of 'Whānau Day' activities.

This has then been presented in workshops with non-healthcare staff and all staff support this approach. Implementation has now commenced with ACTS and Kauri Pharmacy students and will be extended to SRA students should an on-campus full time class open in future.

2) As point 1 above.

2024 Review

ACTS and Pharmacy students are now fully integrated into Whānau Day.

Whānau Day was a relatively new initiative in 2023, and has grown and developed through ongoing delivery, review and improvement in 2024.

Outcomes of this process include:

- Content, topics etc now explicitly linked to and informed by relevant code processes.
- NZ and International cultural days, health awareness days/weeks etc. are now calendared to improve relevance of content.
- Students (both healthcare and non-healthcare) now mainly responsible for facilitation of classes – helping to develop confidence in verbal communication, team leadership etc.
- All campuses now fully aligned and integrated with both topics and responsibility for activities. Planning devolved and shared between campuses for greater buy in. Students involved in the choice of topics and their associated activities.

- Further focus now added to developing skills and behaviours for positive integration into NZ industry/workplace.
- Our new Whakarite Ngaioatanga ('Preparing for a Professional Environment') focus will be mainly addressed through Whānau Day activities, but will also be integrated into Induction, Orientation and general in-class expectation. This ties together a group of aspects of our delivery and refocuses them with clearer and earlier explanation to students of how these are linked to and aimed at their successful future in industry. With regard to Whānau Day particularly, we are drawing student attention to its role in developing:
 - Confidence and competence in English communication skills
 - Confidence to address and lead groups
 - Understanding of important cultural competencies in the NZ workplace
 - Common aspects of workplace Codes of Conduct including those regarding bullying, discrimination and racism
 - Expectations in the workplace around communication of lateness, absence, sickness etc.
 - Professional standards in the Ao/NZ workplace including personal presentation and hygiene, use of communal resources and areas (lunch, toilet and staffroom areas).
 - Expectations around job application processes, interview content etc.
 - The diverse nature of Ao/NZ workplaces and the need for inclusive attitudes
 - Awareness of Health & Safety systems
 - Norms and expectations of standard job application processes
 - Wider aspects of Ao/NZ workplace culture including:
 - Relative lack of hierarchy, including (generally) referring to staff members by first name rather than honorifics.
 - Expectation and acceptability of raising issues (including health and safety hazards) with superiors.

Process 3: Proactive monitoring and responsive wellbeing and safety practices

While we require all students to provide an emergency contact, we have not previously explicitly set out the conditions under which we will contact them (i.e. more specifically than 'in an emergency'). This has now been addressed in Handbook and Guide to Study.

We have always allowed students to raise concerns confidentially, however, again this has now been more explicitly stated in the relevant documentation (including Guide to Study, Induction, Handbook).

In the identification of learners at risk to themselves or others, on review it was felt that guidance to staff in this area might also be more explicit. As a result, this was another area of inquiry and feedback from the Healthcare facilitators, and this information has since been shared in PD/Workshops with non-healthcare facilitators and support staff. As part of these workshops, processes for assisting such learners or other disruptive/ threatening behaviour was reviewed and this has been reiterated in the Emergency Procedures Manual. External support services for the victims of such behaviour have been checked for currency as part of the review of our External Support Services list.

We have existing practices for assisting students who have missed content for any reason, including sickness. The necessary materials and individual guidance for students is provided by the Programme Leader (may be delegated to the students' facilitator) either on the request of the student or as part/a result of investigation of non-attendance. Where special arrangements are required for the reintegration of the student for any reason, these are arranged by the Programme Leader in consultation with the Academic Director.

Though we do not currently enrol students under the age of 18, were we to do so, we have robust and compliant policies and procedures around this.

2024 Review

Training for staff on what to look for in student wellbeing is now delivered via online induction to ensure all new staff are trained and aware.

Other initiatives from 2023 continue and are working well.

Part 5 - Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

We do not offer student accommodation.

Part 6 - Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners

This outcome is met through the various measures in Parts 3 & 4 above.

Process:

The ways in which we engage with international learners are set out in parts 3 & 4 above.

Outcome 9: Prospective international tertiary learners are well informed

Our international learners are well informed through a whole range of documentation including our Guide to Study, marketing materials, websites, marketing flyers and prospectus. These all provide extensive information for prospective students and allow them to make informed decisions. Our agents are also well trained in all our courses and offer prospective students extensive and accurate information.

2024 Review

All above materials reviewed for continuing relevance and currency. No issues identified in the 2024 year.

Process 1: Marketing and promotion

We seek to understand the needs of our prospective international students by our close relationships with approved agents and the feedback that they provide. We provide extensive information to prospective students as outlined above and ensure that this is kept up to date. We ensure that our latest quality assurance evaluations are linked to on our websites along with information about instruction, staffing facilities and equipment.

We also provide extensive information to students around dispute resolution both in Induction and our student handbooks. Outcomes and pathways for further study are addressed on our website, in marketing information such as our prospectus, and in the information that we share with agents. Similarly, study and living costs are made clear through our invoicing system and on our website, in our marketing materials and Guide to Study. Further, our Guide to Study gives prospective students extensive information on their accommodation options here in New Zealand along with public transport information and links to further information about both. These links are also posted on our website.

2024 Review

All above materials reviewed for continuing relevance and currency. No issues identified in the 2024 year.

Process 2: Managing and monitoring education agents

We effectively manage and monitor the performance and conduct of our agents by carrying out and recording reference checks and entering into written contracts with them. We monitor the activities and performance of our agents and ensure that all obligations are clearly specified in their contract. We ensure that our agents provide reliable and up to date information and advice to students about study in New Zealand and we monitor and check the integrity and professionalism of our agents in their dealings with prospective students. We closely monitor our agents for any behaviour that may

breach by the law or compliance with this Code. We provide extensive and up to date information and training for our agents and where any misconduct or illegal action is shown to have occurred, we end our relationship with that agent. We conduct an enrolment survey of all students in which they are asked to provide feedback about the enrolment process, the performance of their agent, and how helpful they found the information the agent provided, and we use this information to follow up any possible issues.

2024 Review

All above materials reviewed for continuing relevance and currency. No issues identified from Pre-Enrolment surveys in the 2024 year.

Outcome 10: Offer, enrolment, contracts, insurance and visa

Process 1: Offer of Educational instruction & Process 2: Information to be provided before entering contract

We ensure that all learners are well informed about educational outcomes and the terms and obligations of their contract through extensive marketing information, agent training, the information contained in our prospectus, and the terms and conditions set out in our enrolment contract.

We make sure our offer is accordance with the Act and is appropriate to and meets the needs our learners. We offer prospective students extensive information prior to the signing of any contract, including our most recent EER results (links posted to our websites) and any quality improvement notice (none currently, but would be posted to our website were any enacted).

We also provide extensive information on our website, via marketing information, through agent training and in our prospectus and Guide to Study document around:

- The education we provide and its outcomes
- Refund conditions
- Staff, facilities and equipment
- Insurance requirements
- Visa requirements
- This Code
- Despite resolution schemes
- The full costs involved in each course of study

Finally, the terms of our contract makes the learner's rights (including those under the Code) and obligations clear prior to signature.

2024 Review

All above materials reviewed for continuing relevance and currency. iStudent Complaints details changed to Study Complaints, but no other issues identified in the 2024 year.

Process 3: Contract of enrolment

Each learner is required to sign a contract for enrolment, clearly setting out and agreeing:

- The start and end dates of study
- Grounds for the termination of the contract
- Conduct on the part of the learner which may breach the contract terms
- Disciplinary action up to and including termination

We are confident that our enrolment contract is fair and reasonable.

2024 Review

All above materials reviewed for continuing relevance and currency. No issues identified in the 2024 year.

Process 4: Disciplinary action

Our disciplinary procedure is clear, transparent and explained in our enrolment contract, Induction process and Student Handbook. The procedure is prompt, fair, considered and aligns with principles of natural justice.

2024 Review

Process reviewed for continuing alignment with Code. No issues identified in the 2024 year.

Process 5: Insurance

We have practices to ensure that all international students have appropriate insurance that covers them for their journey to New Zealand, their time here, and their journey home, and includes all of the coverage and provisions listed in Process 5. This includes offering to arrange insurance for students through our own provider (Orbit Insurance), or when a student prefers to arrange their own insurance, ensuring documentation is produced in proof of this, and that it meets the terms set out in this Code.

2024 Review

Process reviewed for continuing alignment with Code. No issues identified in the 2024 year.

Process 6: Immigration matters

We ensure all students have the correct visa documentation prior to the commencement of their study. We notify Immigration NZ of any suspected breaches of students' visa conditions and notify them of any terminations.

2024 Review

Process reviewed for continuing alignment with Code. No issues identified in the 2024 year.

Process 7: Student fee protection and managing withdrawal and closure

All student fees are deposited with Public Trust for the protection of the student. Refund policies are clear and transparent in the enrolment contract and reiterated in the Student Handbook, and cover all the eventualities listed in this section of the Code, including the disbursement of unused fees.

2024 Review

Process reviewed for continuing alignment with Code. No issues identified in the 2024 year.

Outcome 11: International learners receive appropriate orientations, information and advice

All students undergo a detailed Induction and Orientation programme to support their achievement, wellbeing and safety and further relevant information to the achievement of these outcomes is provided throughout their study.

2024 Review

Process reviewed for continuing alignment with Code.

Induction and Orientation are 'living processes' in the sense they are constantly reviewed and adjusted in light of issues which arise in the course of delivery. In response to feedback raised by different stakeholders, they, along with associated materials in Student Handbooks have been adjusted in the year to improve communication around:

- For Health & Safety reasons, campuses are adult spaces for students only.
- The importance of personal hygiene both on campus and in industry.
- For Health & Safety reasons, laptop charging facilities on campus are limited, that laptops should be charged before coming to campus and recommendations for prolonging battery charge through the day.
- Parking facilities around our campuses and our recommendation to use public transport.
- We are also in the process of adding further clarification of the goals and linkages of our school rules and regulations as they pertain to Industry norms in the NZ context and that they exist primarily in order to prepare students for this reality both during placements and post-graduation (see our new Wakarite Ngaiotanga focus).

Process: Provision of information

We ensure that all information and advice is clear, accurate, age-appropriate and meets learners' needs.

As part of our contract, in our Guide to Study, Handbook and Induction information we ensure students are provided with the following information:

- Contact details for support staff
- Health & Safety and relevant information for the assistance of disabled students
- Our disciplinary and termination process
- The legal rights, obligations and risks of learners
- Their rights and entitlements including to withdrawal and refund
- Our policies, (support) services, facilities
- Information around culture shock and the adjustment process to life in a new country
- Employment information including minimum wages, employment conditions, hours of work permitted under visa conditions, how to gain further support and information about employment in NZ and how to report employer misconduct.

2024 Review

All above materials reviewed for continuing relevance and currency. No issues identified in the 2024 year.

Outcome 12: Safety and appropriate supervision of international tertiary learners

We do not currently enrol International Students under the age of 18, however were we to start doing so, we would ensure compliance with this outcome.

Special Notes

CCTA short course delivery

As CCTA's domestic training courses are of very short duration (mostly half a day, up to 2 days), scope for the full implementation of the Code terms is limited. For example, one of the main ways in which we remain alert to possible student mental health issues is through out of character behaviour, which is likely to be impossible to assess in a half day training setting. Nevertheless, staff have also taken part in the targeted PD programme detailed above looking at variances from other normative behaviours. The integration of te ao Māori perspectives and practices into the short course format will also be an important part of the 'Sow, Nurture, Grow' project as described above.

2024 Review

The above information with regard to CCTA short courses remains current. As part of the Sow Nurture Grow initiative, opening and closing karakia are now a part of all courses.

CCTA staff undergo Code and 'what to look for' training as part of our online Induction module.

CCTA programmes are in the process of ongoing review. As part of this process, we are looking to further align delivery with the Sow Nurture Grow initiative through use of informal pepeha prior to content delivery and deliver as much as is possible within the short timeframes, a sense of whanaungatanga.

Online / Blended Delivery

At the end of 2022/23 period, we are intending to offer our Fashion Makeup (Level 3) course online for the first time. To ensure that students are well supported and engaged in the online portion of the programme we have planned the following:

- An extremely intuitive and user-friendly interface in the form of the Intuto platform
- The use of interactive H5P tasks to ensure that learners remain engaged in the active construction of their knowledge/understanding (in contrast to many other programmes that take a passive approach to online learning by just providing information, then checking understanding via assessment tasks)
- The use of the Teams app (part of the MS365 suite provided free to all AKA learners) which allows instant communication both privately and to whole classes via its chat function.
- An online live orientation session to ensure there are no technical difficulties, for example with logging on to Intuto, MS 365 etc.
- Scheduled weekly online support sessions with teaching staff to ensure students are well supported in their learning and also have the chance to take part in interactive tasks with other students.
- Scheduled one-on-one catch ups between teaching staff and individual facilitators to ensure students have the opportunity to raise any issues in a supportive, confidential environment, as well as to provide learning advice and feedback.

As this will be the first time that we have delivered this blended programme, we will conduct a review of online student support/Code implementation, at the end of the course.

Review of Online Student Support

A review of support systems for both blended and wholly online delivery has been undertaken drawing upon the experience of our Certificate in Pharmacy (Introduction) (wholly online) and Certificate in Fashion Makeup (blended) classes.

The processes listed above were reviewed and found to generally be working well, but the following improvements have been identified and will be implemented to new intakes of these courses, along with our proposed online delivery of Diploma in Health and Wellbeing in 2025 and AGIs new Early Childhood Education and Youthwork (blended) courses.

Standardisation of engagement monitoring.

Though monitoring has been occurring and engagement with students has been positive, this process could be better documented and the means of its documentation standardised across the group. Drawing on facilitator feedback, a new AKA Student Engagement Log system is being set up and will be implemented in the 2024/25 Code year.

Integration of online and blended classes into the Student Ambassador system.

Though online and blended classes have been appointing Student Ambassadors who act as a conduit between facilitator and students for the free flow of information and raising of concerns, now that there is more than one online/blended class being held at a time, we intend to establish an online version of our normal in-person, monthly Ambassadors meetings. We understand that committing time to such meetings may be an issue for some students, but if this proves an issue, we will look at other possible models such as encourage feedback or questions through dedicated Teams channels such that these can then be discussed and addressed.

Integration of Whānau Day content.

Though key information and content as required by the Code is included in our online/blended programme, as identified in our 2023-24 LWSP review, this sits better and is more effectively delivered in our Whānau Day setting. Online/blended programmes have not been part of this process in 2023/4 for obvious logistical reasons, however we will now set aside time in these programmes to review the content, and where possible implement activities, from relevant Whānau Day sessions such that the benefits of our Whānau Day content to various aspects of student wellbeing are shared equally with all classes, online, blended and face to face.

Strategic Goals for 2024-25 Year

The Learner Wellbeing and Success Plan 2023-24 strategic goals were as follows.

1. Providing a robust and integrated learner wellbeing support system that is regularly reviewed to ensure it is meeting the needs of all learners.
2. Implementing feedback mechanisms that promote regular engagement with learners to continually understand and cater to their needs.
3. Creating an environment that encourages the promotion of learners' mana and autonomy by consulting learners in the design and review of the Learner Wellbeing and Success Plan and the associated learner wellbeing support system.

These goals were presented to stakeholders as part of the review process and have expressed their support for them.

2024 Review

In light of ongoing positive internal and external feedback around these goals, it is proposed that they be rolled over into the next Code year. As they are framed broadly to capture the key features of the LWSP and our general approach to learner wellbeing, we feel they retain their currency into the 2024/25 year.

Strategic Plan

In order to support the LWS Plan as proposed, the following Strategic Goals were set. Though most of these have been addressed in other areas of this review, a broad overview of their progress/ completion in the past year follows.

1. Development & implementation of the 'Sow, Nurture, Grow' Kaupapa, building an AKA Tikanga.

Stage one and two of implementation of Sow Nurture Grow is now complete and stage 3 is in progress. For full details see below Appendix 1: 'Sow, Nurture, Grow: AKA Organisational Cultural Capability Building'.

2. Ongoing integration of Te Whare Tapa Whā as the framework around which our goals are addressed and achieved.

This has been delivered both by providing extensive information and support for students to understand Te Whare Tapa Whā in our Guide to Study and Induction materials, as well as in further, practical exploration in class (healthcare programmes) and in Whānau Day (all programmes). This framework also underpins our new Whakarite Ngaioatanga ('Preparing for a Professional Environment') focus (see 2024/25 Goals under)

3. Delivery of our online training module for new staff based on information gathered in consultation with healthcare staff around concerning student behaviours, responses and general approaches to physical and mental health.

This is now live and is undertaken by all new staff.

4. Ongoing integration of non-healthcare students into relevant Whānau Day, cultural and other campus-wide, integrated activities.

This is now complete for all on-campus students and is proposed to be extended to online students in the coming year.

5. Review of recent improvements e.g. Guide to Study, Whānau Day to ensure they are working well and make any necessary adjustments.

These have been reviewed and found to be working well. Whānau Day has been subject to ongoing review throughout the year, and we continue look for further opportunities to make it engaging, relevant and practically useful for our students, while it also serves to help us meet our Code commitments to them.

Proposed 2024-25 Strategic Plan

1. Embed stage 3 of the 'Sow, Nurture, Grow' Kaupapa - building an AKA Tikanga.¹
2. Implement and integrate a new Whakarite Ngaiotanga ('Preparing for a Professional Environment') strand.²
3. Standardise monitoring, Student Ambassador and Whānau Day processes in online and blended programmes.
4. Continue ongoing review, development and improvement of the Whānau Day programme.

This plan, along with training/context in the Code, was presented to our Student Ambassadors on 23 October and their support/feedback sought and given.

Similarly, Senior Management Team, all teaching and support staff have been consulted with regard to our 2024/24 LSW Plan and their feedback sought and given. Having completed this consultation, our plan will now be implemented across the coming year.

¹ See Appendix I

² See Appendix II

Appendix 1

Sow, Nurture, Grow

Appendix 1: Sow, Nurture, Grow



2024-2025 Organisational Cultural Capability Building Strategy

Poipoia te kākano, kia puawai.
Nurture the seed and it will blossom.

Aim:

To build a strong organisational culture by fostering an environment that recognises the importance of honouring Te Tiriti o Waitangi principles and tikanga Māori in its everyday operations. This also includes effectively raising awareness and appreciation of the diverse cultures represented by our staff and student body, and the communities we engage with.

Defining Te Tiriti o Waitangi Principles:

AKA Education Group will use the principles of Te Tiriti o Waitangi both as a basis for helping our students to understand and integrate into New Zealand culture, but also as a guide to working with all cultures. These principles are:

- a) Partnership: *Recognizing the equal status and mutual respect between Māori and the Crown, emphasizing collaboration and shared decision-making.*
 - All our students will be made aware of the Treaty, its history and ongoing role, and the nature of this partnership.
 - At a wider level, the principle of partnership is also recognised in our commitment to collaborating with the different cultures that make up our organisation, acknowledging, and honouring the cultural diversity present among our staff, students, and the communities we engage with.
- b) Participation: *Ensuring Māori have a voice in decisions that affect them, their culture, and their resources, emphasizing active engagement and involvement.*
 - All our students will be made aware of and understand this principle and how it relates to their field of study in the New Zealand context.
 - This principle also informs our organisation's commitment to engaging all staff and students more generally and actively representing and acknowledging the diverse cultures they represent.
- c) Protection: *Safeguarding Māori interests, ensuring the preservation of Māori culture, language, and customary practices, and addressing historical injustices.*
 - Our students will actively engage with tikanga and te reo Māori as part of their course to honour this principle and better understand and be better prepared for the reality of both life in New Zealand and the industries they aspire to be part of.
 - For us, this principle also informs our commitment to ensuring that diverse languages, cultures, and customary practices are actively acknowledged, respected and celebrated.

In order to promote and integrate these principles into our organisation, the following goals and objectives have been set.

Goals and Objectives:

1. To integrate tikanga Māori in everyday organisational practices and define the AKA Education Group 'tikanga'.
 - a. All classes will commence and finish with a karakia (non-denominational).
 - b. All AKA organised meetings will commence and finish with a karakia (non- denominational).
 - c. All students and staff will learn a karakia for food (non-denominational)
 - d. All students and staff will learn a minimum of three waiata.
 - e. All students and staff will learn a basic pepeha (basic introduction of self in Te Reo).
 - f. All senior managers will learn a mihi (basic welcome speech).

2. To develop and implement a cultural appreciation/observance activity schedule to acknowledge both Māori culture and the cultures represented by AKA's staff and student body.
 - a. An AKA Annual Cultural Appreciation/Observance schedule will be developed in December each year.
 - b. An activity plan will be developed related to the Annual Cultural Appreciation/Observance schedule.
 - c. The activity plan will include all staff and students being provided with a briefing on the significance of what is being observed, promotion on social media channels etc.

3. To provide support and training for staff and students in tikanga Māori and Te Reo Māori. The AKA website will publish:
 - a. Resources including visual and/or auditory representations, and translation.
 - b. A briefing on how the resources link to tikanga Māori.
 - c. An outline of the meaning and significance of tikanga Māori.
 - d. Links to websites to develop Te Reo pronunciation.

Also:

 - e. Staff and Student Induction will include links to these resources.
 - f. Training support for staff will be provided, as part of Professional Development.

4. Integration and delivery of Whakarite Ngaioatanga programme (see below)

Sow Nurture Grow Implementation Plan

We will be launching AKA's Sow, Nurture, Grow Strategy - Organisational Cultural Capability Building 2024-2025 to celebrate Matariki.

This will be launched to all staff on Thursday 4 July 2024. We will commence with Stage 1a.

Stage 1a - Sow: Building Staff Capability (commencing 4/7/2024)

1. All staff will be sent links to learn:

- Karakia x 3 types
- Waiata x 3
- Pronunciation waiata
- Pepeha

We will be targeting our AKA Whānau Frunday to come together and introduce ourselves with our pepeha, and join together in singing the waiata x 3.

2. SMT and Academic Leadership Group to learn basic mihi.

Stage 1b Sow: Building Student Capability (commencing 22/7/2024)

1. All students will be sent links to learn:

- Karakia x 3 types
- Waiata x 3
- Pronunciation waiata
- Pepeha

Teaching staff will provide support by allowing time in class to learn karakia, waiata and pepeha.

Stage 2 - Nurture: Integrating basic tikanga Māori into everyday practice @ AKA Education Group (commencing 5/8/2024)

1. All classes will commence and finish with a karakia (non-denominational).
2. All AKA organised meetings will commence and finish with a karakia (non-denominational).

Stage 3 - Grow: Continue to build capability (commencing 5/8/2024)

The AKA website will continue to build resources for staff and student reference.

- a. Resources including visual and/or auditory representations, and translation.
- b. A briefing on how the resources link to tikanga Māori.
- c. An outline of the meaning and significance of tikanga Māori.
- d. Links to websites to further develop Te Reo pronunciation.

In addition to this:

- e. Staff and Student Induction will include links to these resources.
- f. Training support for staff will be provided, as part of Professional Development.

And additionally from October 2024:

- g. Integration and delivery of Whakarite Ngaiotanga programme (see below)

Appendix 2
Whakarite Ngaiotanga
Preparing for a Professional
Environment

Appendix 2: Whakarite Ngaiotanga - Preparing for a Professional Environment

Aim

To build upon our Sow Nurture Grow kaupapa and the integration of Te Whare Tapa Whā understandings across the group, and develop a focus on the set of tools and understandings our students need in order to integrate successfully into their chosen industry.

We have named this programme Whakarite Ngaiotanga ('Preparing for a Professional Environment').

Goals and Objectives

To prepare our students for the reality of working in Aotearoa/New Zealand industry through building the following understandings, skills and competencies:

- Professional standards in the NZ workplace including personal presentation and hygiene
- Understanding of important bi- and multi- cultural competencies in the Ao/NZ workplace
- Confidence and competence in English communication skills
- Confidence to address and lead groups
- Requirements to understand and adhere to common aspects of workplace Codes of Conduct including those regarding sexism, racism, bullying and discrimination
- Expectations in the Ao/NZ workplace context around communication of lateness, absence, sickness etc.
- Expectations around the use of common areas and facilities (e.g. toilet, staffroom, lunch facilities).
- The diverse nature of Ao/NZ workplaces and the need for inclusive attitudes
- Awareness of Health & Safety systems
- Norms and expectations of standard job application processes
- Wider aspects of Ao/NZ workplace culture including:
 - Relative lack of hierarchy, including (generally) referring to staff members by first name rather than honorific
 - Expectation and acceptability of raising issues (including health and safety hazards) with superiors.

Rationale

Te Whare Tapa Whā provides a Te Ao Māori world view of well-being where physical health, spiritual health, relationships, and environment are viewed as being interconnected and interdependent. Our focus will be to draw linkages to the concepts of Te Whare Tapa Whā, and other Te Ao Māori frameworks as part of the delivery/implementation of Whakarite Ngaiotanga. For example, by maintaining good hygiene and caring for our bodies (taha tinana), we nurture our mauri (life force) and wairua (spirit), enhancing our overall well-being. This approach also connects with the values of whakawhanaungatanga (respect for others) and kaitiakitanga (respect for the environment).

Building on this, Whakarite Ngaiotanga broadens the scope for other common cultural understandings and expectations of professional practice in the Ao/NZ workplace, while also, as noted above, supporting both mauri and wairua, which are linked to the understanding of professionalism in the specifically Māori context. These concepts encourage individuals to maintain their well-being, act with integrity, uphold ethical standards, and contribute positively to their work environment and community while also incorporating and integrating their taha tinana, taha whanau, mauri and wairua.

In so doing, our graduates can feel confident in being able to integrate into the Ao/NZ workplace, understanding common cultural expectations/capabilities and developing skills to be successful within that context, especially where these expectations and behaviours are at variance with those common in their own culture/country.