



Te Wānanga
o Aotearoa

Ki te hoe!
Pastoral Care of Tertiary and
International Learners
Code of Practice

Version 1.0
February 2022

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Code of Practice Overview

Section 534 of the Education and Training Act 2020 provides for the Minister to issue codes of practice for the pastoral care of tertiary and international learners.

A code of practice for the pastoral care of domestic tertiary and international learners was issued and came into effect on 1 January 2022, with NZQA monitoring to begin from July 2022.

The overall purpose of the Code is for providers to develop a system of supports for the wellbeing and safety of domestic tertiary and international learners, through one set of clear rules and expectations for providers, which can be tailored to their learners' needs.

The Code contains 22 Outcomes with corresponding Processes associated with each Outcome, and includes provision not only for planning and practices, but in some instances an explicit requirement to collect / record evidence to demonstrate compliance with the respective Code Outcomes.

Kia angitu te Tauira – Tauira Success

Te Wānanga o Aotearoa is committed to continuing to meet its obligations to tauira, under Ngā Whakatakanga – Our Mission, which is Kia angitu te tauira - Tauira Success.

Our tauira must be at the heart of everything. They are the vehicle in which we achieve whānau transformation. They come from different backgrounds but all come to better themselves and their whanau. The role of Te Wānanga o Aotearoa is to facilitate the transformation they seek by providing a Kaupapa Māori experience through high quality relevant education.

The Code of Practice then provides an additional lens through which to consider the tauira journey and experience, and provides an opportunity for Te Wānanga o Aotearoa to consider, reflect and enhance our practices, in alignment with the Code.

Since 2020, Te Wānanga o Aotearoa has worked to reflect on its approach to Tauira experience and care, and has utilised the iterations of the Code to consider where the exercise of Ngā Uara – Te Aroha, Te Whakapono, Ngā Ture, and Kotahitanga - might be enhanced further, particularly around our authentic use of He Reo Tauira (Tauira Voice).

Code of Practice – Ki te hoe!

As Te Wānanga o Aotearoa does not currently enrol international students or provide student accommodation (with the definition of the Code), Outcomes 1 to 4 (under Parts 3 and 4 of the Code) are of primary focus.

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

- Outcome 1: A learner wellbeing and safety system; and
- Outcome 2: Learner voice.

Part 4 requires Wellbeing and safety practices for all tertiary providers, and includes:

- Outcome 3: Safe, inclusive, supportive and accessible physical and digital learning environments; and
- Outcome 4: Learners are safe and well.

In order to reflect the ‘whole-of-provider’ approach explicit in the Code, TWoA has developed a high-level view around process responsibilities alongside detailed actions, as follows:

- Leadership responsibilities (by Uepū) for ensuring alignment with each of the Processes (under the Code);
- 2022 Outcome Action Plan, which outlines the various actions and activities which Te Wānanga o Aotearoa will undertake (through 2022), to provide specific enhancements (as necessary) having confirmed that our practices and processes (positively reflect Code obligations); and
- 2022 Outcome Uepū Pathways, which outline the 2022 actions and activities by Uepu.

Te Wānanga o Aotearoa will regularly review *Ki te hoe!* throughout 2022 to ensure its meaningful reflection of the progress being made.

Code of Practice Process Leadership

Outcome 1: A learner wellbeing and safety system

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

The processes under Outcome 1 will be managed as follows:

- Process 1: Taumatua is responsible for leading the development of strategic goals and plans to support the wellbeing and safety of Tauria.
- Process 2: Kahutaupua is responsible for leading the self-review of learner wellbeing and safety practices, in conjunction with Kiriwhanake.
- Process 3: Tauparongo is responsible for leading activity for ensuring information is readily available to learners, kaimahi and the general public, around our obligations for Outcome 1, in conjunction with Taumatua and Kahutaupua
- Process 4: Kiriwhanake is responsible for leading activity to ensure responsive wellbeing and safety systems, for kaimahi and Tauria, in conjunction with Kahutaupua.

Reference Documents
<ul style="list-style-type: none"> • Te Wānanga o Aotearoa - Te Pae Tawhiti to 2025
<ul style="list-style-type: none"> • Te Mahere Whakangao – Investment Plan 2022 -2024
<ul style="list-style-type: none"> • Learner Success Plan for Investment 2022
<ul style="list-style-type: none"> • He Hau Matihiko – Our Digital Strategy
<ul style="list-style-type: none"> • Te Wānanga o Aotearoa Stakeholder Plan 2022
Tikanga Whakahaere
<ul style="list-style-type: none"> • Tikanga Ako – Teaching and Learning https://twoa.sharepoint.com/:b:/s/tekopua/taumatuaservices/EZW0zzUfTXVArJ2UwMatk1kBSlCWOPZCgEt38OhbbLferA?e=Imt7oF
<ul style="list-style-type: none"> • Health, Safety and Wellbeing https://twoa.sharepoint.com/:b:/s/tekopua/taumatuaservices/EQadGo-6lw1AhXatS6XanIEBRCrb-7G1onWC-iL3CcjJgA?e=cvUMSI
<ul style="list-style-type: none"> • Tiaki Tamariki (Child Protection) https://twoa.sharepoint.com/:b:/s/tekopua/taumatuaservices/EUsEUta8BDNNlqvmPOpMi00BJyvuHVhwncepvw7O WxNg?e=E4JHCV

Outcome 2: Learner Voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

The processes under Outcome 2 will be managed as follows:

- Process 1: Kahutaupua is responsible for leading the development of practices to further enable Taura Voice
- Process 2: Kahutaupua is responsible for leading the development for a more responsive Te Wānanga o Aotearoa approach to Taura Complaints
- Process 3: Taumatua is responsible for leading activity to ensure compliance with the Dispute Resolution Scheme

Reference Documents
<ul style="list-style-type: none"> • Te Wānanga o Aotearoa - Te Pae Tawhiti to 2025
<ul style="list-style-type: none"> • He Hau Matihiko – Our Digital Strategy
<ul style="list-style-type: none"> • Te Wānanga o Aotearoa Stakeholder Plan 2022
Tikanga Whakahaere
<ul style="list-style-type: none"> • Tikanga Ako – Teaching and Learning https://twoa.sharepoint.com/:b:/s/tekopua/taumatuaservices/EZW0zzUfTXVArJ2UwMatk1kBSlcWOPZCgEt38OhbbLferA?e=Imt7oF
<ul style="list-style-type: none"> • Taura Complaints https://twoa.sharepoint.com/:b:/s/tekopua/taumatuaservices/EU9_hoxl-8hDkcumlllGLgYBDkv7ASPM6OLbjt595tpQQQ?e=A2zGop

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

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

The processes under Outcome 3 will be managed as follows:

- Process 1: Kiriwhanake is responsible for leading activity to ensure practices for safe and inclusive communities of learners and kaimahi
- Process 2: Akoranga is responsible for leading activity to provide enhanced opportunities for Tairā to actively participate in their learning environment, have networks and use Te Reo and Tikanga Maori
- Process 3: Rangatahua is responsible for leading activity to ensure practices continue to provide healthy and safe learning environments, in conjunction with Kiriwhanake and Tauparongo.

Reference Documents
<ul style="list-style-type: none"> • Te Wānanga o Aotearoa - Te Pae Tawhiti to 2025
Tikanga Whakahaere
<ul style="list-style-type: none"> • Tikanga Ako – Teaching and Learning https://twoa.sharepoint.com/:b:/s/tekopua/taumatuaservices/EZW0zzUfTXVArJ2UwMatk1kBSlcWOPZCgEt38OhbbLferA?e=Imt7oF
<ul style="list-style-type: none"> • Health, Safety and Wellbeing https://twoa.sharepoint.com/:b:/s/tekopua/taumatuaservices/EQadGo-6lw1AhXatS6XanlEBRCrb-7G1onWC-il3CcjJgA?e=cvUMSI
<ul style="list-style-type: none"> • Tiaki Tamariki (Child Protection) https://twoa.sharepoint.com/:b:/s/tekopua/taumatuaservices/EUsEUta8BDNNlqvmPOpMi00BJyvuHVhwncepzvw7O WxNg?e=E4JHCV
<ul style="list-style-type: none"> • Anti-Bullying, Harassment and Discrimination https://twoa.sharepoint.com/:b:/s/tekopua/taumatuaservices/EYEXVnNV-OhOgRkkHe7XJYoB7rer-Vje0in1bWPozVSayg?e=58XDgf
<ul style="list-style-type: none"> • ICT Acceptable Use https://twoa.sharepoint.com/:b:/s/tekopua/taumatuaservices/Ee8gcnrOPXpKqUpsaAluJhkBRAR5ndgHai1KwTbJ4wgn8g?e=vYnSRE
<ul style="list-style-type: none"> • Te Reo Maori https://twoa.sharepoint.com/:b:/s/tekopua/taumatuaservices/EcGcmYerntJLsrN_RQw399MBtJ2FAXcTNv5PfUdDwsJgpw?e=KtJUCe

Outcome 4: Learners are safe and well

Providers must support learners to manage their physical and mental health through information and advice, and identify and respond to learners who need additional support.

The processes under Outcome 4 will be managed as follows:

- Process 1: Kahutaupua is responsible for leading activity to ensure practices enable Tairua to meet their basic needs, in conjunction with Rangatahūa
- Process 2: Kiriwhanake is responsible for leading activity to ensure practices continue to promote physical and mental health awareness, in conjunction with Kahutaupua
- Process 3: Kahutaupua is responsible for leading the development of practices for providing proactive monitoring and responsive wellbeing and safety practices, in conjunction with Akoranga and Kiriwhanake.

Reference Documents
<ul style="list-style-type: none"> • Te Wānanga o Aotearoa - Te Pae Tawhiti to 2025
Tikanga Whakahaere
<ul style="list-style-type: none"> • Tikanga Ako – Teaching and Learning https://twoa.sharepoint.com/:b:/s/tekopua/taumatuaservices/EZW0zzUfTXVArJ2UwMatk1kBSlcWOPZCgEt38OhbbLferA?e=Imt7oF
<ul style="list-style-type: none"> • Health, Safety and Wellbeing https://twoa.sharepoint.com/:b:/s/tekopua/taumatuaservices/EQadGo-6lw1AhXatS6XanIEBRrb-7G1onWC-il3CcjJgA?e=cvUMSI
<ul style="list-style-type: none"> • Tiaki Tamariki (Child Protection) https://twoa.sharepoint.com/:b:/s/tekopua/taumatuaservices/EUsEUta8BDNNlqvmPOpMi00BJyvuHVhwncepzvw7O_WxNg?e=E4JHCV
<ul style="list-style-type: none"> • Drug and Alcohol https://twoa.sharepoint.com/:b:/s/tekopua/taumatuaservices/Ed7Ue28dVr9DtXN54EFX2nYB_KTWgDknq2tfo_finMholg?e=kSkZro

2022 CoP Outcome Action Plan

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
Outcome 1: A learner wellbeing and safety system							
1	Process 1: Strategic goals and strategic plans						
1.1	Work proactively with learners and stakeholders (and document this work) when developing and reviewing learner wellbeing and safety strategic goals and strategic plans	Q2	Taumatua		Develop		
1.2	Maintain Strategic goals and Plans for supporting the wellbeing and safety of learners across the organisation	Ongoing	Taumatua				
1.3	Make amendments to their learner wellbeing and safety strategic goals and strategic plans following the review.	Q2 -2023	Taumatua				
2	Process 2: Self-review of learner wellbeing and safety practices						
2.1	Review the quality of their learner wellbeing and safety practices against Strategic goals and Plans (see Outcome 2-1.2)	Q2 – 2023	Taumatua				
2.2	Review Tairā wellbeing and safety practices using Tairā and stakeholder input and relevant data	Q3	Kahutaupua		Review		
2.3	Take appropriate action to address any deficiencies in learner wellbeing and safety practices.	Q3-Q4	Kahutaupua				
3	Process 3: Publication requirements						
3.1	Make Strategic Goal and Plan information readily available, to Tairā, kaimahi and hapori	Q2-Q3	Tauparongo		Publish		
4	Process 4: Responsive wellbeing and safety systems						
4.1	Gather and communicate relevant information to accurately identify emerging concerns about learners’ wellbeing and safety or behaviour	Q1-Q2	Kiriwhanake	Gather	Communicate		
4.2	Identify, develop and maintain relationships with culturally appropriate social, medical, and mental health services.	Q2	Kahutaupua		Identify		

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
4.3	Take all reasonable steps to connect learners quickly to culturally appropriate social, medical, and mental health services.	Ongoing	Kahutaupua				
4.4	Provide kaiwhakahaere and kaimahi with introduction to Code obligations	Q1 –Q2	Taumatua	Kaiwhakahaere Panui	Kaimahi Panui		
4.5	Develop kaimahi training and resources in relation to Tauria wellbeing and safety	Q3	Kiriwhanake			Develop	
4.6	Deliver ongoing training and resources tailored to their roles in the organisation in relation to Tauria wellbeing and safety	Q1 - 2023	Kiriwhanake				
4.7	Maintain plans for assisting learners, and responding effectively in emergency situations in the learning or residential community (whether localised or more widespread)	Q1	Akoranga	Maintain			

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
Outcome 2: Learner Voice							
1	Process 1: Learner Voice						
1.1	Develop aligned practices for Tikanga Here to proactively build and maintain effective relationships with diverse Taura groups	Q3	Kahutaupua			Develop	
1.2	Develop aligned practices for Tikanga Here to work with diverse Taura and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans and practices	Q2	Taumatua		Develop		
1.3	Develop aligned practices for Tikanga Here to provide formal and informal processes for actively hearing, engaging with, and developing the diverse range of Taura voices and those of their communities	Q4	Kahutaupua				Develop
1.4	Develop aligned practices for Tikanga Here to provide timely and accessible resources to Taura to support them and their communities to develop the necessary skills to enable them to participate fully in decision-making processes	Q3	Kahutaupua			Develop	
1.5	Develop aligned practices for Tikanga Here to provide timely and accessible information to learners to increase transparency of providers' decision-making processes.	Q3	Taumatua			Develop	
2	Process 2: Learner Complaints						
2.1	Record and work with learners to effectively respond to, and process complaints, keeping the learner informed throughout	Ongoing	Kahutaupua				
2.2	Review Taura Complaints Tikanga Whakahaere to ensure policy settings provide for complaints to be handled in a timely and efficient way, provide for appropriate practices which are sensitive, culturally responsive; and comply with the principles of natural justice	Q2	Kahutaupua		Review		

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
2.3	Review Taura Complaints Tikanga Here to ensure that the complaints process is easily accessible, and with practices to ensure Taura are informed and supported	Q2	Kahutaupua		Review		
2.4	Provide reporting to provider management, taura, other stakeholders, and the code administrator on Taura complaints, experience and outcomes	Q4	Kahutaupua				Report
2.5	Promote and publicise complaint and dispute resolution processes available to Taura	Q1	Kahutaupua	Promote			
2.6	Review Taura Complaint appeal and external escalation processes	Q2	Taumatua	Review			
3	Process 3: Compliance with the Dispute Resolution Scheme						
3.1	Review the relevant Dispute Resolution Scheme rules for domestic and international learners and ensure compliance with those rules in a dispute to which it is party.	Q2	Taumatua	Review			

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments							
1	Process 1: Safe and inclusive communities						
1.1	Develop aligned practices for Tikanga Here and review Tikanga Whakahaere (including Tiaki Tamariki) to reduce harm to Tauira resulting from discrimination, racism, bullying, harassment and abuse	Q2	Kiriwhanake		Develop		
1.2	Develop aligned practices for Tikanga Here to work with Tauira and Kaimahi to recognise and respond effectively to discrimination racism (including systemic racism), bullying, harassment and abuse	Q3	Kiriwhanake			Develop	
1.3	Promote practices to uphold an inclusive culture across the learning environment and uphold cultural needs and aspirations	Q3	Kiriwhanake			Promote	
1.4	Develop aligned practices for Tikanga Here to provide all tauira with information that supports understanding, acceptance, and connection and the cultural, spiritual, and community supports available to them	Q3	Kahutaupua			Develop	
1.5	Promote practices to provide Tauira with accessible learning environments	Q3	Akoranga			Promote	
2	Process 2: Supporting learner participation and engagement						
2.1	Promote opportunities for Tauira to actively participate, share views, and connect, build and develop, relationships and networks	Ongoing	Akoranga				
2.2	Use Te Reo and Tikanga Māori to support Māori learners' connection to identity and culture.	Ongoing	Akoranga				
2.3	Review practices to better enable Tauira to prepare and adjust for tertiary study	Q2	Kahutaupua		Review		
2.4	Report on practices to maintain appropriate oversight of learner achievement and engagement	Ongoing	Akoranga				
2.5	Review practices which provide opportunities for Tauira to discuss issues affecting their ability to study and provide Tauira with a response to their issues	Q3	Kahutaupua			Review	

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
2.6	Review processes for Tauria advice on pathways for further study and career development, where appropriate.	Q2	Kahutaupua		Review		
3	Process 3: Physical and digital spaces and facilities						
3.1	Develop or review Tikanga Whakahaere to reflect practices for healthy and safe learning environments; processes to remove access barriers to facilities and services, and Tauria involvement in the design of physical and digital facilities.	Q3	Rangatahua			Develop/Review	

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
Outcome 4: Learners are safe and well							
1	Process 1: Information for learners about assistance to meet their basic needs						
1.1	Review and or develop aligned practices for Tikanga Here (where necessary) to enable all Taura learners and prospective Taura to identify and manage their basic needs	Q2	Kahutaupua		Review		
1.2	Review food offering arrangements to ensure it includes a range of healthy food options that is obtainable at a reasonable cost.	Q3	Rangatahua			Review	
2	Process 2: Promoting physical and mental health awareness						
2.1	Review practices which provide opportunities and experiences for Taura that improve their physical and mental health and wellbeing and safety; and	Q3	Kiriwhanake			Review	
2.2	Review practices which promoting awareness of practices that support good physical and mental health for learners	Q3	Kiriwhanake			Review	
2.3	Review practices to support learners' connection to their language, identity, and culture	Q2	Kahutaupua		Review		
2.4	Report on practices which provide accurate, timely information and advice to Taura about their health, safety and wellbeing	Q3	Kahutaupua			Report	
3	Process 3: Proactive monitoring and responsive wellbeing and safety practices						
3.1	Review privacy and information disclosure practices (as part of the scheduled Privacy Internal Audit)	Q2	Taumatua		Review		
3.2	Review processes to develop aligned practices for Tikanga Here to enable and provide opportunities for Taura to communicate and raise health and mental health needs and concerns	Q4	Kahutaupua				Review
3.3	Develop aligned practices for Tikanga Here to provide practices to identify Taura at risk and provide clear and appropriate pathways for assistance	Q3	Kahutaupua			Develop	

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
3.4	Review practices for making arrangements with disabled Tauria or those affected by health and wellbeing difficulties	Q3	Kahutaupua			Review	
3.5	Develop aligned practices for Tikanga Here to respond to disruptive and threatening Tauria behaviour	Q4	Taumatua				Develop
3.6	Review practices to support Tauria where study has been interrupted and who return to study	Q4	Kahutaupua				Review
3.7	Develop aligned practices for Tikanga Here to record reported risks, including any concerns raised in relation to the effective administration of the Code	Q2	Taumatua		Develop		

2022 CoP Outcome Uepū Pathways

Kahutaupua

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
Outcome 1: A learner wellbeing and safety system							
2	Process 2: Self-review of learner wellbeing and safety practices						
2.2	Review Tairā wellbeing and safety practices using Tairā and stakeholder input and relevant data	Q3	Kahutaupua		Review		
2.3	Take appropriate action to address any deficiencies in learner wellbeing and safety practices.	Q3-Q4	Kahutaupua				
4	Process 4: Responsive wellbeing and safety systems						
4.2	Identify, develop and maintain relationships with culturally appropriate social, medical, and mental health services.	Q2	Kahutaupua		Identify		
4.3	Take all reasonable steps to connect learners quickly to culturally appropriate social, medical, and mental health services.	Ongoing	Kahutaupua				
Outcome 2: Learner Voice							
1	Process 1: Learner Voice						
1.1	Develop aligned practices for Tikanga Here to proactively build and maintain effective relationships with diverse Tairā groups	Q3	Kahutaupua			Develop	
1.3	Develop aligned practices for Tikanga Here to provide formal and informal processes for actively hearing, engaging with, and developing the diverse range of Tairā voices and those of their communities	Q4	Kahutaupua				Develop
1.4	Develop aligned practices for Tikanga Here to provide timely and accessible resources to Tairā to support them and their communities to develop the necessary skills to enable them to participate fully in decision-making processes.	Q3	Kahutaupua			Develop	

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
2	Process 2: Learner Complaints						
2.1	Record and work with learners to effectively respond to, and process complaints, keeping the learner informed throughout	Ongoing	Kahutaupua				
2.2	Review Taura Complaints Tikanga Whakahaere to ensure policy settings provide for complaints to be handled in a timely and efficient way, provide for appropriate practices which are sensitive, culturally responsive; and comply with the principles of natural justice	Q2	Kahutaupua		Review		
2.3	Review Taura Complaints Tikanga Here to ensure that the complaints process is easily accessible, and with practices to ensure Taura are informed and supported	Q2	Kahutaupua		Review		
2.4	Provide reporting to provider management, taura, other stakeholders, and the code administrator on Taura complaints, experience and outcomes	Q4	Kahutaupua				Report
2.5	Promote and publicise complaint and dispute resolution processes available to Taura	Q1	Kahutaupua	Promote			
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments							
1	Process 1: Safe and inclusive communities						
1.4	Develop aligned practices for Tikanga Here to provide all taura with information that supports understanding, acceptance, and connection and the cultural, spiritual, and community supports available to them	Q3	Kahutaupua			Develop	
2	Process 2: Supporting learner participation and engagement						
2.3	Review practices to better enable Taura to prepare and adjust for tertiary study	Q2	Kahutaupua		Review		
2.5	Review practices which provide opportunities for Taura to discuss issues affecting their ability to study and provide Taura with a response to their issues	Q3	Kahutaupua			Review	

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
2.6	Review processes for Tairā advice on pathways for further study and career development, where appropriate.	Q2	Kahutaupua		Review		
Outcome 4: Learners are safe and well							
1	Process 1: Information for learners about assistance to meet their basic needs						
1.1	Review and or evelop aligned practices for Tikanga Here (where necessary) to enable all Tairā learners and prospective Tairā to identify and manage their basic needs	Q2	Kahutaupua		Review		
2	Process 2: Promoting physical and mental health awareness						
2.3	Review practices to support learners' connection to their language, identity, and culture	Q2	Kahutaupua		Review		
2.4	Report on practices which provide accurate, timely information and advice to Tairā about their health, safety and wellbeing	Q3	Kahutaupua			Report	
3	Process 3: Proactive monitoring and responsive wellbeing and safety practices						
3.2	Review processes to develop aligned practices for Tikanga Here to enable and provide opportunities for Tairā to communicate and raise health and mental health needs and concerns	Q4	Kahutaupua				Review
3.3	Develop aligned practices for Tikanga Here to provide practices to identify Tairā at risk and provide clear and appropriate pathways for assistance	Q3	Kahutaupua			Develop	
3.4	Review practices for making arrangements with disabled Tairā or those affected by health and wellbeing difficulties	Q3	Kahutaupua			Review	
3.6	Review practices to support Tairā where study has been interrupted and who return to study	Q4	Kahutaupua				Review

Taumatua

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
Outcome 1: A learner wellbeing and safety system							
1	Process 1: Strategic goals and strategic plans						
1.1	Work proactively with learners and stakeholders (and document this work) when developing and reviewing learner wellbeing and safety strategic goals and strategic plans	Q2	Taumatua		Develop		
1.2	Maintain Strategic goals and Plans for supporting the wellbeing and safety of learners across the organisation	Ongoing	Taumatua				
1.3	Make amendments to their learner wellbeing and safety strategic goals and strategic plans following the review.	Q2 -2023	Taumatua				
2	Process 2: Self-review of learner wellbeing and safety practices						
2.1	Review the quality of their learner wellbeing and safety practices against Strategic goals and Plans (see Outcome 2-1.2)	Q2 – 2023	Taumatua				
4	Process 4: Responsive wellbeing and safety systems						
4.4	Provide kaiwhakahaere and kaimahi with introduction to Code obligations	Q1 –Q2	Taumatua	Kaiwhakahaere Panui	Kaimahi Panui		
Outcome 2: Learner Voice							
1	Process 1: Learner Voice						
1.2	Develop aligned practices for Tikanga Here to work with diverse Tauira and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans and practices	Q2	Taumatua		Develop		
1.5	Develop aligned practices for Tikanga Here to provide timely and accessible information to learners to increase transparency of providers' decision-making processes.	Q3	Taumatua			Develop	
2	Process 2: Learner Complaints						

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
2.6	Review Taura Complaint appeal and external escalation processes	Q2	Taumatua	Review			
3	Process 3: Compliance with the Dispute Resolution Scheme						
3.1	Review the relevant Dispute Resolution Scheme rules for domestic and international learners and ensure compliance with those rules in a dispute to which it is party.	Q2	Taumatua	Review			
Outcome 4: Learners are safe and well							
3	Process 3: Proactive monitoring and responsive wellbeing and safety practices						
3.1	Review privacy and information disclosure practices (as part of the scheduled Privacy Internal Audit)	Q2	Taumatua		Review		
3.5	Develop aligned practices for Tikanga Here to respond to disruptive and threatening Taura behaviour	Q4	Taumatua				Develop
3.7	Develop aligned practices for Tikanga Here to record reported risks, including any concerns raised in relation to the effective administration of the Code	Q2	Taumatua		Develop		

Kiriwhanake

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
Outcome 1: A learner wellbeing and safety system							
4	Process 4: Responsive wellbeing and safety systems						
4.1	Gather and communicate relevant information to accurately identify emerging concerns about learners' wellbeing and safety or behaviour	Q1-Q2	Kiriwhanake	Gather	Communicate		
4.5	Develop kaimahi training and resources in relation to Taura wellbeing and safety	Q3	Kiriwhanake			Develop	
4.6	Deliver ongoing training and resources tailored to their roles in the organisation in relation to Taura wellbeing and safety	Q1 - 2023	Kiriwhanake				
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments							
1	Process 1: Safe and inclusive communities						
1.1	Develop aligned practices for Tikanga Here and review Tikanga Whakahaere (including Tiaki Tamariki) to reduce harm to Taura resulting from discrimination, racism, bullying, harassment and abuse	Q2	Kiriwhanake		Develop		
1.2	Develop aligned practices for Tikanga Here to work with Taura and Kaimahi to recognise and respond effectively to discrimination racism (including systemic racism), bullying, harassment and abuse	Q3	Kiriwhanake			Develop	
1.3	Promote practices to uphold an inclusive culture across the learning environment and uphold cultural needs and aspirations	Q3	Kiriwhanake			Promote	
Outcome 4: Learners are safe and well							
2	Process 2: Promoting physical and mental health awareness						
2.1	Review practices which provide opportunities and experiences for Taura that improve their physical and mental health and wellbeing and safety; and	Q3	Kiriwhanake			Review	
2.2	Review practices which promoting awareness of practices that support good physical and mental health for learners	Q3	Kiriwhanake			Review	

Akoranga

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
Outcome 1: A learner wellbeing and safety system							
4	Process 4: Responsive wellbeing and safety systems						
4.7	Maintain plans for assisting learners, and responding effectively in emergency situations in the learning or residential community (whether localised or more widespread)	Q1	Akoranga	Maintain			
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments							
1	Process 1: Safe and inclusive communities						
1.5	Promote practices to provide Taurira with accessible learning environments	Q3	Akoranga			Promote	
2	Process 2: Supporting learner participation and engagement						
2.1	Promote opportunities for Taurira to actively participate, share views, and connect, build and develop, relationships and networks	Ongoing	Akoranga				
2.2	Use Te Reo and Tikanga Māori to support Māori learners' connection to identity and culture.	Ongoing	Akoranga				
2.4	Report on practices to maintain appropriate oversight of learner achievement and engagement	Ongoing	Akoranga				

Rangatahua

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments							
3	Process 3: Physical and digital spaces and facilities						
3.1	Develop or review Tikanga Whakahaere to reflect practices for healthy and safe learning environments; processes to remove access barriers to facilities and services, and Taura involvement in the design of physical and digital facilities	Q3	Rangatahua			Develop/Review	
Outcome 4: Learners are safe and well							
1	Process 1: Information for learners about assistance to meet their basic needs						
1.2	Review food offering arrangements to ensure it includes a range of healthy food options that is obtainable at a reasonable cost.	Q3	Rangatahua			Review	

Tauparongo

		Due Date	Responsibility	Q1 2022	Q2 2022	Q3 2022	Q4 2022
Outcome 1: A learner wellbeing and safety system							
3	Process 3: Publication requirements						
3.1	Make Strategic Goal and Plan information readily available, to Taura, kaimahi and hapori	Q2-Q3	Tauparongo		Publish		