

Te Pūkenga Ākonga Pastoral Code
Framework

2023



Te Pūkenga

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He whakarāpopotonga | Summary

A national framework for ākonga pastoral care and compliance with the Pastoral Care Code

As a national network of tertiary education providers, Te Pūkenga puts ākonga with their whānau at the centre of all it does.

Research on Te Pūkenga learner needs (Te Rito Insights, Part [One](#)¹, [Two](#)² and [Three](#)³) told us that ākonga see educational achievement and wellbeing as interrelated.

The Government recognises the necessity and opportunity to provide and measure pastoral support to ākonga through the Education Training Act 2020 (ETA). The Minister of Education issued the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code). Te Pūkenga must work to uphold the Code, which is administered by NZQA.

¹ <https://www.tepukenga.ac.nz/assets/Our-Pathway/Learner-Journey/Te-Rito-Insights-from-learners-Part-One-Final-Digital.pdf>

² <https://www.tepukenga.ac.nz/assets/Our-Pathway/Learner-Journey/Te-Rito-Insights-from-Pacific-learners-Part-Two1.pdf>

³ <https://www.tepukenga.ac.nz/assets/Our-Pathway/Learner-Journey/Te-Rito-Insights-from-Disabled-learners-Part-Three1.pdf>

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

[The Code](#) encompasses all aspects of pastoral care for the wellbeing and safety of ākonga enrolled with Te Pūkenga. It places emphasis on ensuring there is strategy, systems and structures in place to uphold and underpin pastoral care for all ākonga. The Code is in place for all signatory tertiary education organisations, including Te Pūkenga, and sets out the roles and responsibilities of tertiary education providers in promoting and supporting ākonga wellbeing, development, and educational achievement.

The code has 12 outcomes that apply to Te Pūkenga

Outcomes 1 and 2	focus on education providers taking a whole of provider approach to learner wellbeing and safety, and that learner voice is embedded into the organisation.
Outcomes 3 and 4	focus on wellbeing and safety practices for signatory tertiary providers which must be implemented across physical and digital learning environments.
Outcomes 5 to 7	focus on student accommodation to ensure safe and inclusive communities for residents. Accommodation provision must be integrated into our whole-of-provider approach.
Outcomes 8 to 12	focus on additional wellbeing and safety practices for tertiary providers enrolling international learners .

The Code has 38 Processes and over 300 clauses and subclauses specifying the requirements for each of the twelve outcomes. Please refer to appendix 2 for more detail.

The Code requires Te Pūkenga to ensure organised and formal provision of practices and services to support the wellbeing and safety of all tertiary learners.

Each business division must implement all relevant processes in the Code in a way that appropriately responds to the needs of ākonga within particular learning, communal and residential contexts; and is consistent with the expectations of NZQA as the Code Administrator.

The Code applies to:

- the activities provided or organised by, or on behalf of, Te Pūkenga for enrolled domestic and international tertiary learners, whether the learners reside here or offshore.
- Te Pūkenga student accommodation, which is exempt under section 5B of the Residential Tenancies Act 1986 (RTA), including where there is a written agreement between the tertiary provider and the accommodation provider under section 5B(1)(b)(ii) of the RTA.

Purpose of Document

Outcome One: A Learner Wellbeing and Safety System, requires providers to ‘**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 whole of provider approach required in Outcome One sets out the necessity for **strategic goals and strategic plans for supporting the wellbeing and safety of learners** across the organisation, including those in accommodation, and describes:

1. how they will give effect to the Code; and
2. contribute to an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relations.

The Te Pūkenga Ākonga Pastoral Code Framework (the Framework) presented below, outlines the six strategic shifts that are needed in order to meet these two requirements.

The proposed Framework provides:

- a structured approach to promoting wellbeing and safety of ākonga in Te Pūkenga,
- a pathway to unified Code compliance, appreciating the current disparity, and
- the foundation for our whole-of-provider approach.

Underpinned by key documents, the Framework helps to meet our legislative obligations and accountability to the Code in a cohesive way across Te Pūkenga. It aligns to the Charter, 10-year Equity and Learner Success Strategy, Learner Success Plan, National Strategic Disability Action Plan, Ākonga Wellbeing Action Plan and Wellbeing and Safety policy.

Ākonga Pastoral Code Framework

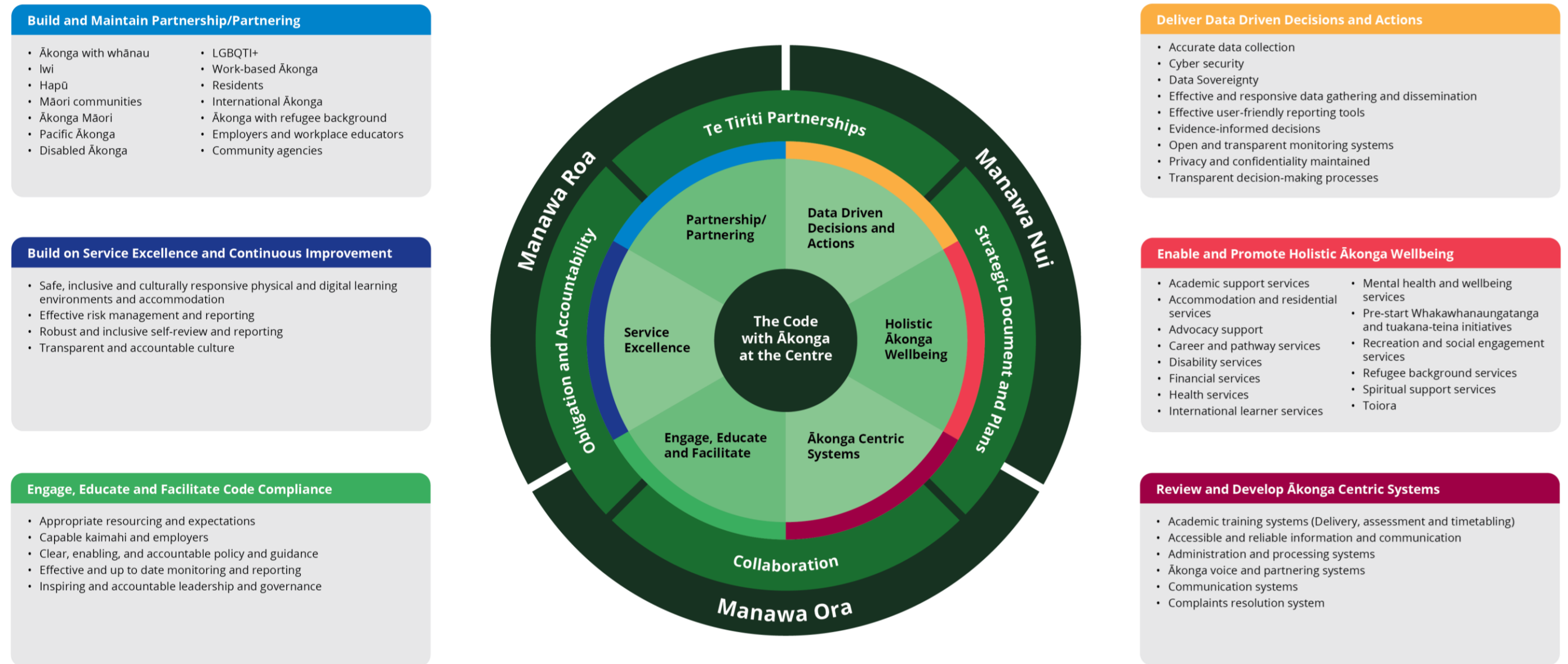


Figure 1 Ākonga Pastoral Code Framework

The Framework Creation

In early 2022, the consultancy firm Allen and Clarke developed a summary of pastoral care across the network. Limited access to the sector resulted in a desk-based document review that included all Institutes of Technology and Polytechnics (ITPs) and one Industry Training Organisation (ITO), with some useful summary insights delivered.

Based on their considerable knowledge of the Code and pastoral care across Te Pūkenga, Allen and Clarke were again contracted for six weeks to develop recommendations for a Code Framework in mid-2022. This process included using the aforementioned insights report and consultation with stakeholders, ākonga and relevant kaimahi, to identify key enablers and actions. Using existing forums and meetings to share draft statements and findings, feedback showed that their recommendations resonated with ākonga and kaimahi and reflected diverse backgrounds and ākonga journeys.

The Code project group then used the Allen and Clarke report to develop the draft Ākonga Pastoral Code Framework. This has been an iterative process, in consultation with Te Pūkenga Code Advisory network Group.

The Code with Ākonga at the Centre

The concept of ākonga at the centre is included in the Minister’s letter of expectations, is core to the Tertiary Education Strategy and is supported by insights from Te Rito research, which the Framework aims to extend through upholding the Code. The Framework deliberately positions pastoral care with ākonga at the centre, so that this will drive the work that is undertaken.



Figure 2 Ākonga at the Centre

Six Strategic Shift Statements of the Framework

The framework focuses on six strategic shifts to enable holistic ākonga safety and wellbeing, that deliver unified, equitable and positive learner experiences. The term 'strategic shifts' is used to uphold the requirements in outcome one of the Code that states, "providers must have strategic goals and strategic plans for supporting their wellbeing and safety of their learners across their organisation".

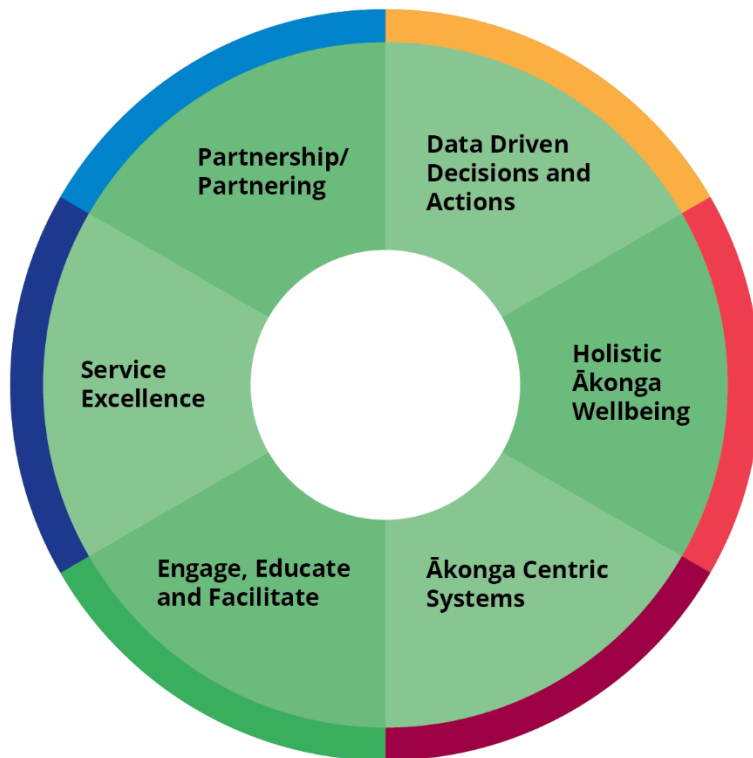


Figure 3 6 Strategic Shifts

Te Hanga me to Pupuri Hononga | Build and Maintain Partnerships/Partnering

This strategic shift emphasises the importance of healthy relationships with all stakeholders in delivering ākonga safety, wellbeing and success.

Strengthening our Te Tiriti relationships, building and maintaining partnerships and pursuing partnering opportunities are all part of holistic wellbeing and progressing equitable outcomes. Ākonga (with whānau) especially, must be part of our decision-making processes, as we continually seek to understand and respond to diverse learner voices and needs in a way that upholds Te Mana Whakahaere (Autonomy).

This shift statement highlights the key stakeholder groups identified in the consultation process and relationship development required over time to deliver effective pastoral care, meet the Code's aspirations, and understand what activities will contribute to success and equity goals.

Build and Maintain Partnership/Partnering

- Ākonga with whānau
- Iwi
- Hapū
- Māori communities
- Ākonga Māori
- Pacific Ākonga
- Disabled Ākonga
- LGBTQI+
- Work-based Ākonga
- Residents
- International Ākonga
- Ākonga with refugee background
- Employers and workplace educators
- Community agencies

Tuku Whakatau, Mahi hoki e Taungakitia ana e Te Raraunga | Deliver Data Driven Decisions and Actions

Data and insights provide the evidence base needed for good decision making and ensuring appropriate action is taken.

How we collect, use and store data is a focus of this shift statement, to ensure privacy, confidentiality, and data sovereignty, which refers to the jurisdictional control or legal authority that can be asserted over data, regardless of where it is stored. Collecting and appropriately sharing data and insights will enable effective collaborative processes, decision making and contribute to continuous improvement.

Deliver Data Driven Decisions and Actions

- Accurate data collection
- Cyber security
- Data Sovereignty
- Effective and responsive data gathering and dissemination
- Effective user-friendly reporting tools
- Evidence-informed decisions
- Open and transparent monitoring systems
- Privacy and confidentiality maintained
- Transparent decision-making processes

Te Tautoko I te Ākonga me Tōna Katoa | Enable and Promote Holistic Ākonga Wellbeing

This strategic shift identifies the opportunity to enhance ākonga success and wellbeing through more effective integration of learning, academic and pastoral care. It also recognises that a wide range of services and supports currently exist across Te Pūkenga, however, these are not equitably accessible.

Continuing work is needed to ensure the equitable delivery of diverse services for ākonga, no matter what their mode of learning or geographical location, supported by the actions outlined in the Learner Success Plan.

Enable and Promote Holistic Ākonga Wellbeing

- Academic support services
- Accommodation and residential services
- Advocacy support
- Career and pathway services
- Disability services
- Financial services
- Health services
- International learner services
- Mental health and wellbeing services
- Pre-start Whakawhanaungatanga and tuakana-teina initiatives
- Recreation and social engagement services
- Refugee background services
- Spiritual support services
- Toiora

Ko te Ākonga te Pūtake o ngā Punaha | Review and Develop Ākonga Centric Systems

Ākonga centric systems, as outlined in this shift statement, are crucial to the Framework and meeting the aspirations of the Code.

Becoming ākonga centric will require collaboration with diverse learners; to ascertain how effectively systems and processes serve their needs and support their success, to identify future development opportunities and to contribute to ongoing reviews.

This has a focus on building a culture of partnership with diverse learners so that systems and processes move to being enablers along their journey.

Review and Develop Ākonga Centric Systems

- Academic training systems (Delivery, assessment and timetabling)
- Accessible and reliable information and communication
- Administration and processing systems
- Ākonga voice and partnering systems
- Communication systems
- Complaints resolution system

Te Whakanga, te Whakaako me te Whakarite | Engage, Educate and Facilitate Code Compliance

The strategic shift of moving towards Code compliance requires leadership, dedicated processes and systems and an understanding of the Code across all of Te Pūkenga.

Continued collaboration with NZQA will enable ongoing insights into the Code and its application across all modes of delivery. Education and resources for ākonga and kaimahi, as well as role-specific capability development, are necessary and must be planned for. Current development of the Protecht digital platform will enable ongoing monitoring and reporting about the wellbeing and safety of ākonga and Code compliance. Annual self-reviews will be completed across the motu, with an all of Te Pūkenga attestation provided to NZQA.

Engage, Educate and Facilitate Code Compliance

- Appropriate resourcing and expectations
- Capable kaimahi and employers
- Clear, enabling, and accountable policy and guidance
- Effective and up to date monitoring and reporting
- Inspiring and accountable leadership and governance

Te hāpai i te Hiringa o te Whakarato me te Whakapai Ake Motukore | Build on Service Excellence and Continuous Improvement

This shift highlights that unified delivery of excellent pastoral care across Te Pūkenga requires a commitment within our organisational culture to uphold Te Tiriti o Waitangi, Mauriora (cultural identity) and to provide culturally safe and inclusive learning and accommodation environments.

Collaboration with diverse learners, robust reporting, and ongoing review processes, to ascertain current state as well as future actions, will enable continuous improvement.

The development of transparent and accessible learner wellbeing, safety and risk management practices will promote equity for ākonga and align the Framework with other key Te Pūkenga documents.

Build on Service Excellence and Continuous Improvement

- Safe, inclusive and culturally responsive physical and digital learning environments and accommodation
- Effective risk management and reporting
- Robust and inclusive self-review and reporting
- Transparent and accountable culture

Four Underpinning Quadrants

These underpinning quadrants illustrate the externally imposed and internally articulated documents and intentions that drive and lead all Te Pūkenga activity, including the Framework and implementation of the Code.

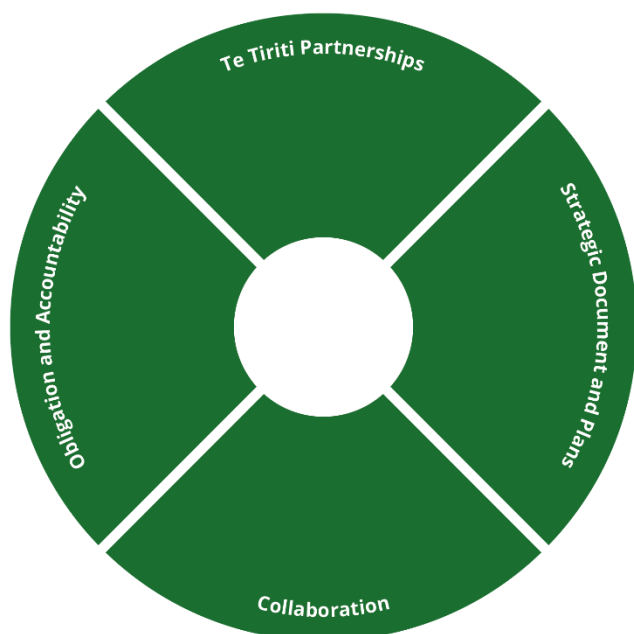


Figure 4 Four Underpinning Quadrants

Te Tiriti Partnerships

Te Pūkenga values meaningful partnerships with Te Tiriti partners, equitable participation for Māori and the protection and inclusion of Mātauranga Māori. Te Pae Tāwhiti, our Te Tiriti o Waitangi Excellence Framework, is a self-reflective tool that influences and guides our planning, activities and reporting on pastoral care, and our implementation of the Framework.

Obligations and Accountability

Te Pūkenga has a number of externally imposed obligations and accountabilities outlined in legislation that the Framework must uphold, such as the [Education and Training Act 2020](https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html)⁴ and documents such as the [Ministers Letter of Expectations](https://www.tepukenga.ac.nz/assets/Publications/NZIST-Letter-of-Expectations.pdf)⁵ and the Charter.

⁴ <https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html>

⁵ <https://www.tepukenga.ac.nz/assets/Publications/NZIST-Letter-of-Expectations.pdf>

Collaboration

Ngā Awahi Rito is a Te Pūkenga specific approach which supports stakeholders to work towards common goals and put ākongā at the centre. It applies the key tenets of Collective Impact and Co-design. The Framework acknowledges Ngā Awahi Rito and will utilise the process for future Code related projects, including:

- Collective impact – having a common agenda, continuous communication, backbone structure, mutually reinforcing activities, shared measurement.
- Co-design – a collaborative design process, involving people in the design of the things that will affect them.
- Establishing and supporting Communities of Practice throughout Te Pūkenga to foster collaboration, innovation and shared problem solving.
- Upholding Whiria ngā rau; progressing from student voice to partnerships.

Te Pūkenga Strategic Documents and Plans

The Framework is both informed by, and informs key Te Pūkenga strategic documents and plans including:

- Te Kawa Maiooro
- National Strategic Disability Action Plan
- Te Piko
- Te Rito Insights
- Learner Success Plan
- Te Pae Māhutonga
- Outcomes and Performance Measurement Framework
- Equity and ākongā success strategy
- Whiria Te Ako

Te Pūkenga Values

Our values help us bring meaning and heart to the vision of Te Pūkenga and provide focus and clarity not only in our strategic thinking, but also in everything we do day-to-day. These values underpin the Framework, outlining our belief system and expected behaviours of our approach to pastoral care.

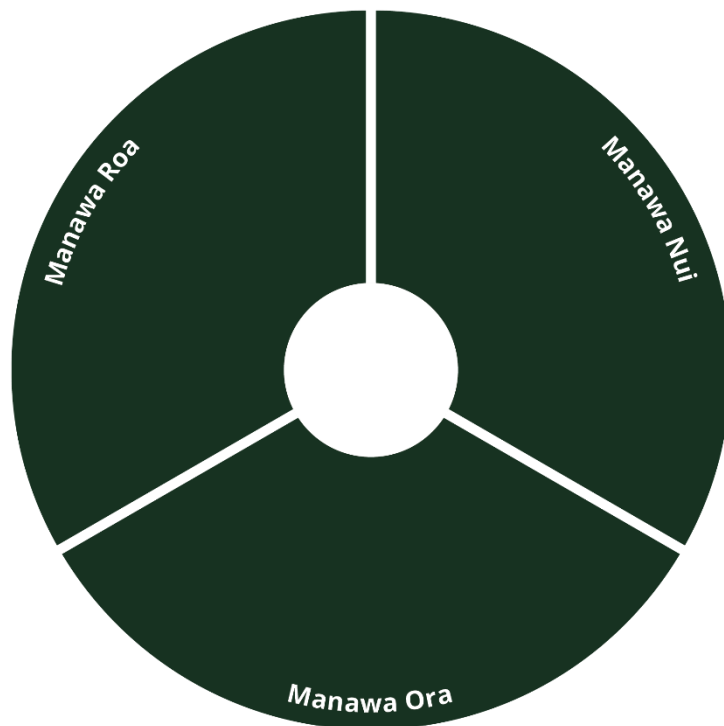


Figure 5 Te Pūkenga Values

Manawa Nui

We reach out and welcome in

Manawa nui describes a person or group's behaviour that embody manaakitanga, humility, patience, respect, tolerance, and compassion.

- We actively seek diversity knowing this supports equitable decision-making and outcomes.
- We welcome everyone. Your unique worldview makes us who we are.
- We care about each other, demonstrating manaakitanga and gratitude and creating safe places where people feel comfortable contributing and sharing.
- We seek the expertise of others, recognising we are part of the bigger picture.

Manawa Roa

We learn and achieve together

Manawa roa describes a person or group's behaviours that embody staying power, resilience, fortitude, grit and doing what needs to be done to achieve the collective goal.

- We embrace opportunities to try new things and learn from our mistakes.
- We work together, always striving for better.
- We are about progress, not perfection.
- We participate proactively and seek input from others.
- We provide feedback that is honest, constructive, and respectful in order to elevate each other's greatness.

Manawa Ora

We strengthen and grow the whole person

Manawa ora describes a person or group's behaviours that embody breathing life into all aspects of another life form.

- We remove barriers and acknowledge the needs of others wellbeing.
- We empower people to give their best and recognise their unique contributions.
- We encourage initiative and contribution at all levels.
- We are generous with our time and expertise, and we look for opportunities to learn from others.
- We are transparent and open about decisions, and we support the decisions of others.

Operationalising The Code Framework

The Framework provides a structure that allows for diversity in services and support for ākonga, as well as promoting the aspirational nature of the Code. As Te Pūkenga transitions to a single unified organisation, this Framework accounts for and responds to:

- the balance of strategic and highly detailed clauses in the Code.
- the variation in current pastoral care practices across the network.
- the need to ensure ākonga have an equitable tertiary study experience.
- consideration of system level and local level changes that are needed to achieve Code compliance and to respond to the aspirations of the Code.
- the desire for continual improvement.
- the immediate need to work towards Code compliance.

Annually relevant focus areas related to the Code strategic shifts can be identified and prioritised to meet Code compliance, advance pastoral care that will prioritise equitable outcomes and can be implemented within available resources. These will be identified through self-review processes.

In 2022 gap analysis work has helped identify three focus areas for 2023, which relate to three of the six strategic shifts. These consider resourcing, the requirement to submit a Code attestation to NZQA and the need to develop effective and sustainable infrastructure for continuous improvement.

2023 Focus Areas

Engagement with Ākonga (Build and Maintain Partnerships/Partnering)

Gap analysis identified a lack of structures and processes to enable effective ākonga engagement in relation to ākonga wellbeing and safety. Te Pūkenga is working towards ākonga involvement in decision making becoming the norm, with visible outcomes from deep engagement with diverse ākonga. In alignment with Code compliance, putting in place the structures and supports necessary for collaboration with ākonga will enable more efficient and effective decision making. Sharing relevant and aggregated data, feedback and analysis will be at the heart of collaboration to identify and focus on activities that will contribute to positive gains in success and equity outcomes. Some parts of the network will already have effective processes in place, while others will need to start from the beginning.

Measurement of the Impact of Pastoral Care Initiatives (Deliver Data Driven Decisions and Actions)

Whilst there are a lot of good pastoral care practices, some Business Divisions have identified they have limited evidence to measure and report the impact of these practices. This effectively results in partial- compliance or non-compliance with the Code, as there is no way to show the effectiveness of pastoral care practices in contributing to improved and more equitable outcomes. Enhanced measurements will enable high quality pastoral care practices and continual improvement. In 2023 this will begin with the development and implementation of the Protecht digital platform and related rubrics to support Business Divisions to complete self-reviews, monitor their action plans and to meet the whole of organisation attestation obligation. It will also include identification of the most common evidence gaps, mapping Te Pūkenga Outcomes and Performance Measurement Framework and refining the student surveys. This reflects the transformative force that Code compliance represents, and its relevance to whole of network analytical performance.

Code Capability Development (Engage, Educate and Facilitate Code Compliance)

The Code requires us to ensure all kaimahi understand and support Code implementation appropriate to their roles. Significant capability development is required across the network to provide ongoing Code and pastoral care training, tailored to specific roles, to become Code compliant. This will include the development of high quality, widely available Code related resources in 2023. Work is underway to complete a Code capability gap analysis and draft a Code capability plan. Resourcing for this work has been included in the Learner Success Plan.

Ngā Tāpirihanga | Appendix

Appendix 1 – Related National Policy and other documents

Pastoral Care Policy

Expresses Te Pūkenga obligations under the Code to keep ākonga safe and well and summarises Te Pūkenga obligations to progress meeting Code outcomes.

Learner Voice and Partnering Policy

Reflects Te Pūkenga obligations under the ETA and Code, and learner partnering aspirations expressed in Whiria Ngā Rau (adopted by Te Pūkenga Council in September 2021). It informs Te Pūkenga network of the minimum requirements for learner voice and engagement, and learner participation in organisational decision making. It also supports Te Pūkenga Learner Engagement Framework and ecosystem by enabling connections between learners, learner leaders/representatives, and Te Pūkenga.

Is supplemented by guidance and resources that drive consistent standards of good practice around learner engagement and partnering across business divisions (based on ‘what good looks like’).

Ākonga Rights and Responsibilities (including conduct guidance)

Articulates ākonga rights and responsibilities under governing legislation, Te Kawa Maiororo and the Code.

It is organised in accordance with key parts of the learning journey and includes links to learner-related policies and procedures, including Te Pūkenga Concerns and Complaints policy, Appeals policy.

Appendix 2 – The Code outcomes

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.

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.

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.

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.

Outcome 5: A positive, supportive and inclusive environment in student accommodation

Providers must ensure that student accommodation promotes and fosters a supportive and inclusive community which support the wellbeing and safety of residents.

Outcome 6: Accommodation administrative practices and contracts

Providers must ensure that student accommodation contracts and practices are transparent, reasonable, and responsive to the wellbeing and safety needs of residents.

Outcome 7: Student accommodation facilities and services

Providers must ensure that student accommodation facilities and services are maintained to a standard sufficient to support residents' wellbeing and safety and educational success.

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

Signatories must ensure that practices under this code respond effectively to the distinct wellbeing and safety needs of their diverse international tertiary learners.

Outcome 9: Prospective international tertiary Learners are well informed

Signatories ensure that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services a signatory provides before they begin their study.

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

Signatories must have practices for enabling learners to make well-informed enrolment decisions in relation to the educational outcomes being sought by the learner and ensuring that all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract.

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

Signatories must ensure that international tertiary learners have the opportunity to participate in well-designed and age-appropriate orientation programmes and continue to receive relevant information and advice to support achievement, wellbeing and safety.

Outcome 12: Safety and appropriate supervision of international tertiary Learners

Signatories ensure that international tertiary learners are safe and appropriately supervised in their accommodation and effectively communicate with the parents or legal guardian of learners under 18 years.