

Pastoral care self review summary

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Dated: 30th October 2023

Section 1: Introduction

This self-review report outlines the findings of Service Skills Centres review of its pastoral care delivery over the last year, against the requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).

This self-review was conducted by a team of staff members from across the organisation, including management, pastoral care staff, teaching staff, and students. Using Tools in the Self Review Tool Kit a range of documentation was reviewed, including our pastoral care strategic plan, procedures, and records, as well as re visiting this year's questionnaires and discussions with staff and students.

Section 2: Findings

The self-review found that Service Skills Centre has a strong foundation in place for pastoral care delivery. The organisation has a strategic plan and a wide range of processes for the ongoing development and support for students wellbeing and safety. Staff have a good understanding of their roles and responsibilities in supporting learners and are involved in ongoing self development.

It was evident through our everyday processes we provide:

- A welcoming and supportive learning environment
- Regular check-ins with learners to identify and address any concerns
- A range of support services available to learners, including academic support, counselling, and financial support
- A strong focus on building relationships with learners and their whānau, normalising Te Reo and including Tikanga.
- A systematic approach to identifying and tracking learners' pastoral care needs
- Ongoing communication with learners and their whānau about pastoral care services and support.

As a very small provider (32 efts) with just five staff (3.5 FTE (52% Maori) and an owner/manager, taking a whole-of-provider approach to our learners' wellbeing and providing for the diverse needs of our learners, has always been part of our culture. We appreciate and encourage the diversity of our learners as diversity for the centre provides variety and learning in itself. Employing a home school (whanau) approach to our theory component and a first employer stance in the practical salons, our goal is always to avoid, as far as possible, any similarities to school. Most of our learners have left the school system with feelings of failure, despondency, estrangement and/or suffered bullying and harassment; reminders of this are not helpful to their mental well-being. Additionally, our “processes for learning (delivery)” are developed to support diverse learners, providing flexibility, options for recognition of current skills and ability, choices, and connection with tutors, all ways of supporting Maori achievement. We are a Centre focussed on developing productive young people that can achieve future success (whatever they may see that to be), using the service industry as a context for that learning, whilst also achieving NCEA.

Learners (and their whanau) are introduced to the centre through an initial interview with a tutor, at a time that suits the learner. Learners and whanau are shown through all areas of the centre, explained our “processes for learning” and issued a student handbook to take home. This handbook contains key information in relation to study with us, including complaint procedure options and a list of free pastoral care providers locally. Should the learner be ready to start their journey with us, we assist in completion of an enrolment form and ask the student to also take home our motivation (where do you see yourself in 6 months, 1 & 3 years?) and support form to complete and bring back to their tutor interview. A further convenient time is organised for a longer interview (one to one) with their lead tutor, as a starting point for connection and understanding the needs of the learner. Following this the tutor and learner agree to a starting date that is specific to them, as students can start at any time.

The processes for enrolment and our induction programme provides for learner wellbeing and safety. All tutors have allocated parts to the induction programme so that the learner is able to spend time with each of our staff and management. It ensures that in a one to one situation, in bite sized chunks, learners are explained (and checked they understand) multiple aspects of the centre, including evacuation, pastoral care tutor support , our requests for feedback and complaint options (note: we have not received any complaints in 2022 or 2023 to date). We survey students post induction, including options to make comments. and these demonstrate students are positive about the induction process. The following are examples for those surveys:

"I had a delightful and welcoming induction and my first day was brilliant. I left feeling great and ready for the next day".

"There is nothing to improve I would say, everything here is something that makes me want to come back everyday."

Learners are also set up and issued their chromebook (and headphones) in the induction, while this stays in the Centre, with good reason we make exceptions. Each learner is able to access our intranet site (a range of learning resources); a bookmarks folder includes links to a range of pastoral support self help options, in addition to online sites we use to assist in other areas (literacy, numeracy, employability). Printed hard copy resources are also made available. Students are given a handout on how to log on remotely should they wish. Supported by google education we are able to manage safe access for our students and create variety in our methods of learning; using videos, slide shows, voice overs and more to support individual needs and differences.

Each learner is allocated a lead tutor that manages their learning journey and establishes contact with Whanau/ support people (as per support form agreement) to keep them informed. Our lead tutors all have work mobiles that provide texting and direct contact for whanau should they wish. Whanau regularly korero with tutors by just dropping in anytime Mon-Friday. We are developing a system that provides contact most often for positive feedback on achievement, not for confirmation on absences (negative). From the initial interview a shared document is created for each student that allows tutors to document notable information (largely Wellbeing and Safety) and each time they add anything use the share option with those that need to be informed (including management), over time this provides a documented journey for tutors to be aware of individual needs. Additionally, a more detailed confidential file is kept by the pastoral care tutor to ensure only items that the learner wishes to share with staff are in this shared student notes form.

Many of our resources are self developed and continually reviewed and refined. Our programme is embedded with Literacy, Numeracy, Life Skills and Employability. Theory resources are developed to provide for students to be able to progress at their own pace, tutor check in regularly and encourage learners to request support immediately. Our typical tutor ratios of 1:10 (alongside designed resources) provide great support for this method of learning to be successful, especially for the types of learners we have . Additionally, we ensure (via the online assessment tool) the learners reading level is suitable for this method of learning. With

the current privilege of an experienced literacy specialist, students are well supported to raise this level to step 4 which is thought to be a suitable level for success in adult life.

Almost 50% of our programme is delivered through practical units. Practical skills are developed through small groups of students working together with a tutor on planned modules. Assessment of practical skills occurs for the individual when it is clear the learner is confident in their skills and they agree they are ready for assessment.

Service Skills provides an end of term student voice questionnaire via email for each student to provide anonymous feedback. A practical tutor also holds a student voice group discussion with planned discussion starters. Our goal is to seek ideas on further improvements we could make for learners to support achievement and feedback on likes and dislikes of the learning environment. Examples of feedback comment in our surveys include:

"Its easy going you go at your own pace and I've gained a lot of credits since being here"

" I learn at my own pace and it's got practical work as well"

"That there are many opportunities here for us to succeed, we have many support systems here and these people are always wanting us to achieve to the fullest"

"I like how I have learned new skills and new information and I like how the centre is a safe place and we can be comfortable to talk to the teachers about things."

We action any feedback over the holiday period if possible. We receive large amounts of positive feedback, however the review highlighted we could (and will) ask more specific questions around wellbeing and safety. A recent example of a request from discussions was for bean bags in the lunchroom for learners to relax in during the break periods, this was implemented before students returned from the holiday break.

In the last two weeks of each term lead tutors will review each student's results, attendance and motivation forms before completing a termly review with each student. In the review they will again explore future aspirations (what next), achievements and concerns. As many students are learning throughout the programme what they like and dislike doing, our "here to there" career planning is conducted in the later parts of their journey with us.

Our tutors are with the Service Skills Centre because they have the desire to work with developing young people to be the best they can be. Our small team is diverse but all share

the same passion and are extremely experienced in supporting second chance learners. In November 2022 we were finally able to have Lance Warn deliver a de escalation programme to all staff, specific to our needs. Further to this staff are now working through the courses on “Just a Thought” and will move on to also undertake Pathways Awarua Cultural Capabilities in the following weeks. We continue to work on the development of all staff.

Section 3: Recommendations

The Centre is recommended to continue, developing and fine tuning the processes it has in place, ensuring ongoing consistency in the support of wellbeing and safety of learners.

The self-review has identified some areas for improvement, including:

- Increasing training for staff on pastoral care issues
- Review critical incident procedures.
- Including further Tikanga and place based learning,
- Having a check system for our website to be sure it includes the review and the complaint procedures and is in good working order.

Section 4: Conclusion

The organisation has a range of effective pastoral care practices in place. However, there are some areas for improvement that have been identified and written into an action plan.

The Service Skills Centre is committed to improving its pastoral care delivery, and the recommendations in this report will be implemented by February 24..