



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**

Self-review Toolkit for Tertiary Education Providers

Tool E: self-review report template

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

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

If your organisation does not provide student accommodation and/or is not a Code signatory, **remove the parts** in this tool relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12)**.

TEO information

TEO Name	Ako Mātātupu: Teach First NZ			MoE number	6668
Code contact	Name	Liam Munday		Job title	Kaitiaki CEO
	Email	liam@teachfirstnz.org		Phone number	+64 22 391 0693
Current enrolments	Domestic learners	Total #	109	18 y/o or older	109
				Under 18 y/o	0
	International learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
Current residents	Domestic learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
	International learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
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Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

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

	Rating
Outcome 1: A learner wellbeing and safety system	Implemented
Outcome 2: Learner voice	Implemented

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Implemented
Outcome 4: Learners are safe and well	Implemented

Summary of performance under each outcome

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	<p>Ako Mātātupu employs a comprehensive and robust pastoral care system in place, starting before enrolment and continues well after learners complete the programme. This structured support framework ensures learners have access to the necessary guidance and resources throughout their studies and as they transition into their careers. The commitment to long-term well-being and success is a key feature of this approach. In summary, this system involves:</p> <ol style="list-style-type: none"> 1. Pre-Programme - During the pre-programme phase, the Ako Mātātupu recruitment team oversees the selection process, ensuring that only qualified and motivated individuals are chosen for referral to partner schools. While maintaining rigorous admission standards, the team supports candidates at every step as this process also provides applicants with an opportunity to evaluate their fit and personal motivation for the programme. Following a successful interview, candidates take part in an Ako Centre, where they engage in interviews, group exercises, sample teaching lessons, and self-reflection activities. 2. Summer School - Our flagship programme includes a Summer Intensive that prepares learners for successful trainee teacher practice by the new year. Learners valued this experience for its emphasis on building relationships and understanding diverse perspectives, along with the engaging teaching methods used by staff, which contrasted sharply with traditional lecture styles in other tertiary settings. 3. In-Programme Mentorship - In addition to the learning support offered by kaihapai and in-school mentors, Ako Mātātupu introduced a community of care team in early 2024. This team provides 	<p>Gap Analysis</p> <p>Pastoral Care Code of Practice MASTER document.</p> <p>NZQA Monitor's Report</p> <p>PGDipST Annual Report</p> <p>EER Self-Assessment Report</p> <p>Academic Board Hui</p> <p>Kaihautū Hui Minutes</p>

	<p>wraparound support from the start of each learner's recruitment through to the completion of their studies. Furthermore, Ako Mātātupu established a mentor management team to provide extra guidance to in-school mentors, ensuring they are well-equipped to offer adequate support. Learners reported a significant improvement in the level of in-school support received as a result of this initiative. Furthermore, during visits, Kaihāpai check in on participant hauora and remind participants of the Community of Care support system we have. This year we implemented Online check-ins twice a term, where we collectively checked in on hauora and prompted any upcoming assignments.</p> <p>4. Kairapu Network - Engagement with Ako Mātātupu continues beyond graduation through our Kairapu network, which supports our graduates as they transition into their careers. The term "Kairapu," meaning "seeker," encompasses individuals who have completed the Teach First NZ programme and those who share Ako Mātātupu's vision. This network plays a crucial role in learner support, allowing graduates to provide feedback on their experiences. Insights and suggestions collected from Kairapu members are shared with relevant staff for action. For instance, a wānanga held in November 2023 with Kairapu Māori focused on learner support and explored the significance of our core narrative, leading to discussions about roles and the introduction of a new Pou Māori position within the organisation.</p> <p>Since the last report, there have been no formal complaints lodged with Ako Mātātupu staff or others. The support and mentorship system provided by partner schools and Ako Mātātupu mentors, along with the community of care, has effectively addressed and resolved issues before they escalate into formal complaints. Additionally, no critical incidents have been reported at the delivery sites.</p> <p>We define concerns as issues or doubts requiring clarity and reassurance, which can be addressed through talanoa or wānanga. A complaint is a formal expression of dissatisfaction or grievance made by a participant or kaimahi—individuals or groups—through any monitored communication channel. Such complaints can hinder a participant's full engagement in an Ako Mātātupu programme (see Student Complaint Process). Resolution may involve iterative talanoa, wānanga, or similar discussions to address perceived issues.</p> <p>We define a critical incident as a significant event or situation that poses a serious risk to the life, health, or safety of a participant enrolled in an Ako Mātātupu programme.</p>	
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	<p>Ako Mātātupu remains compliant with the publishing requirements for this code. With the new leadership structure currently being established, there is an opportunity to revisit the learner support and wellbeing strategy and plan for its development in 2025.</p>	
<p>Outcome 2: Learner voice</p>	<p>Ako Mātātupu places a strong emphasis on gathering feedback to enhance the overall learner experience. This is achieved through active engagement with participants via the Student Council and, more recently, the Rūnanga Hui. These forums offer valuable opportunities for participants to share their thoughts, experiences, and concerns regarding the programme.</p> <p>The Rūnanga was created in response to feedback from Te Ahitū (Cohort 2021), which indicated that the Student Council model was not effective. Working alongside Te Ahitū and Tū Takitini (Cohort 2022), we developed a framework to encourage collaboration for better outcomes for participants and the programme. The Pule Nu'u, or Village Chief, facilitates these gatherings, ensuring a neutral space for discussion. A diverse range of topics is addressed to gain a comprehensive understanding of participants' learning experiences, capturing both positive aspects and any challenges they may face.</p> <p>The online format and frequency of the Rūnanga were established by the cohorts, with the Pule Nu'u serving as a facilitator. Conversations are guided by the principles of Talanoa, which align with the programme's learning objectives. A key aspect defined by the cohorts is to create open spaces where representatives feel confident and prepared to engage in meaningful discussions about the programme's strengths and challenges.</p> <p>Furthermore, feedback from participants during the last two NZQA monitoring visits has been overwhelmingly positive. They rated the programme highly, noting that the work-based pathways were crucial in their decision to pursue a teaching career. The Rautahi pathway received particular praise for providing opportunities such as payment as LATs and the option to remain in their communities. Participants also valued the ability to study while teaching. Engagement with Ako Mātātupu staff, who have firsthand experience with the programme, was regarded as beneficial, as these staff members understand the challenges faced by participants and provide effective support. Additionally, being in schools familiar with Ako Mātātupu was seen as an advantage, as other staff who completed the programme are well-acquainted with its methods and expectations.</p>	<p>Gap Analysis</p> <p>Pastoral Care Code of Practice MASTER document.</p> <p>NZQA Monitor's Report</p> <p>PGDipST Annual Report</p> <p>EER Self-Assessment Report</p> <p>Rūnanga Hui Minutes</p>

Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>Our programmes are focused on addressing educational disparities and promoting social justice, making the creation of safe and inclusive communities a core aspect of Ako Mātātupu. This focus is integrated into both our curriculum and co-curricular activities.</p> <p>Our diverse offerings—such as writing retreats, summer intensives, regional and national wānanga, the AKO Centre, Away School Visits, Te Rauora, Rūnanga, the Kairapu network, and the Winter Retreat—ensure alignment with the specific requirements outlined in the code outcomes. Current retention data shows that the majority of learners are successfully retained in the programme, which complements the high course completion rates across all cohorts.</p> <p>Current retention data shows that the majority of learners are successfully retained in the programme, which complements the high course completion rates across all cohorts.</p> <p>A key factor in strong retention is the supportive and collaborative relationship between learners, Ako Mātātupu, and Partner Schools. This synergy significantly enhances learner wellbeing, which in turn drives retention, achievement, and overall outcomes.</p> <p>Additionally, the alignment between programme participants and host schools is vital to both retention and performance. A strong match fosters a supportive learning and working environment, enhancing the educational experience and contributing to higher retention rates and positive outcomes.</p>	<p>Gap Analysis</p> <p>Pastoral Care Code of Practice MASTER document.</p> <p>NZQA Monitor's Report</p> <p>PGDipST Annual Report</p> <p>EER Self-Assessment Report</p> <p>Academic Board Hui</p>

<p>Outcome 4: Learners are safe and well</p>	<p>Ako Mātātupu integrates a variety of activities and initiatives throughout the learner journey, from pre-programme to graduation, to support students' physical and mental well-being. These initiatives include topic-specific information sessions, Hauora Week, Winter and Writing Retreats, and personalised AKO Plans, all aimed at fostering students' holistic growth and health.</p> <p>The enrolment process ensures early identification of learning support needs, providing tailored assistance when students enter the programme. This includes introductory modules on cultural competency, curriculum and pedagogy, and postgraduate skills as required. Each Ako Mātātupu learner enrolled in the PGDipST is assigned an in-school mentor, typically a senior teacher employed by the partner school, to provide subject-specific and general support.</p> <p>Before the programme starts, participants receive a student handbook detailing their two-year involvement, including course dates, expectations, and procedures. Upon arriving at Summer Intensive, participants also receive the Rākau handbook, which covers the foundations, vision, values, and support services of Ako Mātātupu. It outlines the conceptual framework, profile of an Ako Mātātupu teacher, information on the qualification, and specifics on year 1 courses (AM800–AM803). It also includes details on school employment, wānanga, submissions, and attendance requirements.</p> <p>During Wānanga 4, participants receive the Waka handbook, which prepares them for Summer School and their second year. It details Waka assignments leading to the Vaka Project, and includes overviews of courses (AM804–AM806), research, ethics, and the transition to becoming a Provisionally Registered Teacher.</p> <p>All of this is designed to ensure learners receive the necessary curricular and non-curricular support throughout their journey, promoting their well-being and a positive learning experience</p>	<p>Gap Analysis</p> <p>Pastoral Care Code of Practice MASTER document.</p> <p>NZQA Monitor's Report</p> <p>PGDipST Annual Report</p> <p>EER Self-Assessment Report</p> <p>Academic Board Hui</p>
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Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	A new learner support and wellbeing strategy for 2025 to reflect new leadership structure and vision.
Outcome 2: Learner voice	n/a

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Given that our learners are geographically dispersed, we must employ technology and digital tools to support our pastoral care strategy. While leveraging technology will enable us to achieve the necessary reach and coverage, it is essential that learners still experience and engage with the human aspect of our organisation
Outcome 4: Learners are safe and well	

Summary of action plan

Include information on how actions will be monitored for implementation and success.

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	Develop and implement a 2025 learner and wellbeing strategy reflecting new leadership structure	Kaitiaki / CEO	March 2025	SLT Reports	Learner wellbeing and strategy in place
Outcome 2: Learner voice					

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Investigate and propose a fit-for-purpose learner wellbeing platform that ensures wide accessibility without compromising the human centred approach	Academic Quality Manager	Feb 2025	SLT Reports	Business case / proposal for new platform in place
Outcome 4: Learners are safe and well					