

Student wellbeing policy

Version	Approval Date	Review Period	Approved by	Last Review Date	Next Review Date
1	7 October 2024	3 Years	Board of Trustees	September 2024	September 2027

Policy	Process (as relevant)
<p>1. Policy Purpose</p> <p>This policy outlines the framework for developing strategic goals and plans to support learner wellbeing and safety, aligning with the requirements of The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, honouring Te Tiriti o Waitangi, and fostering positive Māori-Crown relations.</p>	
<p>2. Definitions</p> <p>1.1. 'TTI' refers to The Teachers' Institute</p> <p>1.2. 'The Code' refers to The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021</p> <p>1.3. 'Self-review' (also called self-assessment or internal evaluation) refers to the process of examining TTI's practices to identify strengths and weaknesses so TTI can make actual, worthwhile improvements to its practice.</p>	
<p>3. Scope</p> <p>This policy applies to all aspects of TTI's operations and decision-making related to learner wellbeing and safety, with a specific focus on meeting regulatory requirements and engaging with the principles of Te Tiriti o Waitangi.</p>	
<p>4. Principles</p> <p>When developing strategic goals and plans to support learner wellbeing and safety, TTI will be guided by the following principles:</p> <p>4.1. Learner-Centric Approach: Strategic goals and plans will prioritise the physical, mental, and emotional well-being and safety of trainees, ensuring an inclusive and supportive environment.</p> <p>4.2. Te Tiriti o Waitangi: The development of goals and plans will actively contribute to upholding the principles of Te Tiriti o Waitangi, recognising Māori as Treaty partners and incorporating a partnership-based approach.</p>	

<p>4.3. Collaborative Decision-Making: Trainees, including Māori trainees and relevant stakeholders, will be proactively involved in the development, review, and implementation of strategic goals and plans.</p>	
<p>5. Strategic Goal Development Process</p> <p>TTI will follow the below steps when developing strategic goals for supporting trainee wellbeing and safety:</p> <p>5.1. Needs Assessment: TTI will conduct regular needs assessments to identify areas related to trainee wellbeing and safety that require strategic attention.</p> <p>5.2. Consultation and Collaboration: Proactive engagement with trainees, including Māori trainees, staff, and relevant external stakeholders, will be undertaken to gather diverse perspectives and insights</p> <p>5.3. Alignment with the Code of Practice: Strategic goals and plans will be developed in alignment with The Tertiary and International Learners Code of Practice, ensuring compliance with regulatory standards.</p>	
<p>6. Te Tiriti o Waitangi and Māori-Crown Relations</p> <p>TTI will honour Te Tiriti o Waitangi and foster positive Māori-Crown relations in relation to trainee wellbeing and safety by:</p> <p>6.1. Actively recognising and incorporating the principles of partnership, participation, and protection outlined in Te Tiriti o Waitangi into strategic goals and plans</p> <p>6.2. Strengthening the TTI's relationship with Māori, including fostering partnerships, respecting Māori perspectives, and integrating tikanga Māori into practices wherever possible.</p>	<p>See the Action Plan for Building Relationships with Māori HERE.</p>
<p>7. Proactive Engagement</p> <p>TTI will proactively engage with learners when developing strategic goals and plans to support trainee wellbeing and safety in the following ways:</p> <p>7.1. Trainees, including Māori trainees, will be proactively engaged in the development and review of strategic goals and plans, ensuring their voices contribute to decision-making processes</p> <p>7.2. Collaboration with stakeholders, including community groups and relevant government agencies, will be prioritised to enhance the effectiveness and relevance of strategic goals</p> <p>7.3. TTI will encourage trainees' connection with their language, identity, and culture through providing opportunities, where feasible, to explore this as part of their programme</p>	<p>See the Statement on identifying and meeting the needs of stakeholders HERE.</p> <p>See Terms of Reference for Students Advisory Board and Board of Trustees - Student Representative and Academic Board - Student Representative.</p>

<p>7.4. Where possible, trainees will be offered opportunities and experiences that improve their physical and mental health and wellbeing and safety</p>	
<p>8. Implementation and Monitoring</p> <p>8.1. Detailed action plans will accompany strategic goals, outlining specific steps, responsibilities, and timelines for implementation</p> <p>8.2. Monitoring and Evaluation: Regular monitoring and evaluation processes will be established to assess the progress of strategic goals, with adjustments made as needed to ensure ongoing effectiveness.</p>	
<p>9. Trainee services</p> <p>9.1. TTI is committed to providing appropriate support services to trainees that will assist in their learning and ensure their physical and mental well-being is protected.</p> <p>9.2. TTI will continue to explore ways to ensure that trainees with any additional needs can actively engage with the education provided by TTI. This will include, but may not be limited to:</p> <ul style="list-style-type: none"> • Supporting trainees to prepare and adjust to tertiary study • Undertaking to provide a safe environment for the physical and emotional wellbeing of trainees • Striving to ensure that trainees succeed in their educational goals and seeking to provide support where possible • Making learning support available to trainees independently or by referral by staff • Providing access to health and counselling services • Maintaining effective systems to resolve trainee concerns and complaints • Providing a learning environment which enables Māori trainees to succeed as Māori • Enabling trainees to use learning services to their best advantage • Providing opportunities for trainees to give feedback • Using literacy and numeracy assessment results will be used to inform teaching <p>9.3. Trainees will be asked to disclose any medical conditions or mental health needs to TTI that they should be aware of so that appropriate information, training or plans can be put in place to support them.</p> <p>9.4. All information regarding trainees medical or mental health needs will be held confidentially and in line with the relevant data privacy policy.</p>	<p>Templates, guides and resources</p> <ul style="list-style-type: none"> • Students services schedule HERE.

<p>9.5. Trainees will never be required or asked to disclose any information which they are not obliged to under relevant legislation.</p>	
<p>10. Trainee Mental Health Support</p> <p>10.1. Prevention and Education:</p> <ul style="list-style-type: none"> ● Implement mental health awareness campaigns and educational programs to reduce stigma and promote proactive mental health practices. ● Integrate mental health education into orientation programs and academic curricula. <p>10.2. Accessibility and Outreach:</p> <ul style="list-style-type: none"> ● Ensure the availability of easily accessible mental health resources and services on campus. ● Establish outreach programs to reach trainees in various academic and social contexts. <p>10.3. Confidentiality:</p> <ul style="list-style-type: none"> ● Uphold strict confidentiality standards to create a safe environment for trainees seeking support. ● Clearly communicate the limits of confidentiality while respecting trainees' privacy rights. <p>10.4. Collaboration:</p> <ul style="list-style-type: none"> ● Foster collaboration between academic, administrative, and mental health professionals to create a holistic support system. ● Encourage partnerships with external mental health organisations and services. <p>10.5. Crisis Response</p> <ul style="list-style-type: none"> ● Develop and communicate a clear protocol for responding to mental health crises on campus. ● Train staff and faculty to recognise signs of distress and respond effectively. <p>10.6. Incident Reporting:</p> <ul style="list-style-type: none"> ● Establish a system for reporting incidents related to student mental health and wellbeing. ● Conduct thorough investigations and take appropriate action to address reported concerns. <p>10.7. Data Collection and Analysis:</p> <ul style="list-style-type: none"> ● Collect data on mental health trends, service utilisation, and trainee satisfaction. ● Use data to inform policy improvements and identify emerging issues. <p>10.8. Faculty and Staff Training:</p> <ul style="list-style-type: none"> ● Provide training for faculty and staff on mental health awareness, support, and referral processes. ● Include mental health training in the professional development programs for faculty and staff. 	

<p>10.9. Student Training:</p> <ul style="list-style-type: none"> • Offer workshops and training sessions for trainees to build resilience, coping skills, and awareness. • Empower trainees to be advocates for mental health within the TTI and school community. 	
<p>11. Reporting</p> <p>11.1. Progress on strategic goals and plans, as well as the outcomes of engagement with learners and stakeholders, will be reported regularly to relevant governing bodies, NZQA, and other relevant entities.</p> <p>11.2. Self-review reports and revisions will be made available to learners, staff and the general public, including on TTI's website(s)</p>	

Amendment Log

Amended section	New Policy Version #	Effective date	Details of amendment