

The GET Group Self Review Report

The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2021

Outcome 1: A learner wellbeing and safety system

Our staff work to ensure the learning environment is a safe environment for ākonga. The first step in meeting ākonga is to go over the rules of the workshop, there is a zero tolerance for bullying of any nature. Next there is a discussion around cultural diversity and the acceptance of everyone, students are encouraged should they wish to start the day with a karakia. Pronouns are then discussed, and students are asked to talk when they are comfortable to let the delivery specialist know what their pronouns are so no offence is caused. The next step in meeting the learners is to introduce themselves and relate appropriate, personal stories to open an honest and relatable dialogue. This encourages the learners to do the same should they feel comfortable to do so. This practice builds a trust with the learners and is a starting point for a good rapport.

Our staff are in workshops with the same learners for approximately 1-2 days (if the learner needs more time this will be extended) and in this time staff build a strong relationship with the learners. This can be seen with the feedback forms the students fill in after a workshop is delivered and the many repeat learners that come through after working with The GET Group.

Our staff have all been trained and are qualified in the 'New Zealand apprenticeship in community facilitation specialising in youth work' and holds a 'New Zealand certificate in health and wellbeing social and community services community facilitation.' This means that we are qualified and experienced in making sure the learners wellbeing and safety is always put first in the best way possible.

All learners are treated with the same respect no matter background, disability, ethnicity, religion or sexual orientation and we expect the same from our learners towards us and each other. No form of discrimination is accepted in our class.

Outcome 2: Learner voice

Our staff work hard to ensure all learners have a voice. This is done through inclusive, interactive teaching. A discussion is made before each workshop starts around cultural diversity and the respect and acceptance of all cultures. If students have a cultural value or tradition, they would like to incorporate into a workshop e.g. a karakia to start and end the day, this is encouraged and supported. Sexual orientation is also widely accepted, if learners have a pronoun that they wish to be used this is acknowledged and taken on without any questions asked.

Some topics in our workshops are of a sensitive nature. Our staff make sure to always let the students know this will be talked about and are given an outlet to privately talk with our staff if this is something that is close to home and needs to be addressed and this is passed on to the right channels to ensure the learners are heard.

Our administrative web-based service that all staff use is Jobber. This is where all tasks and invoices to be sent out are held. Once a job is completed a survey is sent directly to the school, so the clients are always offered a chance to give feedback on the service they just experienced from start to finish booking the workshop, the workshop itself and administration during the whole process.

We run a learner focused Facebook page and Instagram account to engage our learners to communicate with us. We do this by running competitions, quizzes, posting updates and running learner feedback surveys.

After each training learners are asked to fill in an anonymous survey electronically, this is to ensure we get the most honest feedback possible.

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

Our staff offer a safe, inclusive, and supportive environments with the workshops we hold. As soon as a learner walks in it is made clear that everyone is accepted and there is a zero tolerance to bullying. Our deliverers then start the day by telling the learners about themselves and their personal lives, students are then encouraged to do the same to break the ice and get comfortable.

Each ākongā is treated with the same amount of respect regardless of background, disability, ethnicity, religion, or sexual orientation.

We have implemented since 2019 the allocation of two delivery specialists per workshop. This is to ensure the safety of not just the learners but the staff. This also ensures no learner is left behind. While one delivery specialist delivers the workshop the second delivery specialist goes around and personally checks all learners are happy with the content and understand.

Staff have been both internally and externally trained (Careerforce – NZ Certificate in Youth and Community Work), this training has made sure staff can identify and help learners with difficulties that do not ask for help, without advertising this to their peers.

Activities and work is delivered in workshops that can be adapted to each learning style, to make sure no one is left behind. We have found some learners prefer a more interactive or verbal learning environment. In this scenario we allow verbal answers and create interactive activities to support the learners who are not very academic.

Since Covid 19 we have introduced a remote learning option. This is for students who do correspondence or want to gain some extra credits from home. Learners are supported through the whole process. Fortnightly reminders are sent to the learners to remind them of assessments, zoom calls are organised to go through the workbook content and learners and delivery specialists discuss the guidelines and expected timeframes for assessments to be handed in. Learners are encouraged to communicate any struggles and if more time is needed and this is worked through in a way that benefits the learner.

Outcome 4: Learners are safe and well.

As mentioned before our staff always ensure the safety of the learners and this is of the utmost importance in a workshop.

We provide a safe learning environment within the familiar zone of their school or one on one learning for those that need it outside of school. We celebrate cultures of our ākongā by actively exploring our different belief systems.

Outcomes 5-9: (Student accommodation and international students) Not applicable to our organisation.

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

All offers of education via The GET Group is of completed transparency. A roadmap is displayed on the website which covers all workshops available, what unit standards and credits it holds, how long the duration of the workshop is and the price:

(https://www.thegetgroup.co.nz/files/ugd/556cb3_c48e3572f66142f08a8800357687ca04.pdf). A

new process we have now introduced is when the school books a workshop, one of our staff rings to not only confirm the booking but ask what the needs of the students are. This way we can make the workshop as effective as possible for the class.

Enrolment of learners is kept in a learner management system (LMS) that is via Microsoft Access. This LMS is used by administration staff only and is completely private. Administration staff are currently in the process of attending IT seminars to keep the LMS completely secure to ensure all learners data is safe and cannot be leaked or hacked.

Memorandums of understanding are sent to every school before a workshop. This MOU includes clauses around the expected behaviour of ākonga and consequences should ākonga fail to meet these expectations. This is not something that has arisen very often over the years as staff have a great rapport with their learners. A recent clause that has been added to the school MOU is for termination of contract to be whenever each party wishes. This way no one is tied into a contract for a certain amount of time when they no longer want to be. This is to keep the relationship between The GET Group and schools completely fair and reasonable.

Outcomes 11-12: (international students) Not applicable to our organisation.