

AXIOM TRAINING

Axiom Training Pastoral Care Aims

To foster an integrated, supportive, and personalised model of support and engagement to meet the needs of learners along their learning journey.

Strategic Pillar	Pathways for Implementation	Examples of Practices
Engage the whole organisation	Engaging the whole organisation (learners, staff, and other key stakeholders) to promote pastoral care and learner wellbeing (Hauora). Focusing on Te Whare Tapa Wha and ‘The Five Ways to Wellbeing’	<ul style="list-style-type: none"> ● Create opportunities for both learners and staff to lead on the implementation initiatives ● Engage learners through encouraging learner voice, authentic involvement in decision-making and peer-led approaches ● Engage community, including Iwi and Hapu
Adopt whole organisation thinking	<ul style="list-style-type: none"> ● Take a whole- organisation approach to learner wellbeing ● Ensure all parts of the organisation work well together to promote learner wellbeing ● Develop a supportive organisation and classroom environment 	<ul style="list-style-type: none"> ● Recognising that the whole organisation has a part to play in initiatives. ● Implement strategies, education learners, staff and other key stakeholders to ensure there is a shared understanding of initiatives
Develop and implement robust policies and practices, to ensure that learners pastoral care needs are met	<ul style="list-style-type: none"> ● Learners experience a physically safe and mutually supportive learning environment that responds to the needs of all learners ● Providers assist learners to manage their physical and mental health, and to access support when needed ● Providers assist learners to transition to tertiary study, progress and achieve in their studies, and to develop knowledge, skills and experience to prepare them for further work or study ● Learners experience an inclusive learning environment where they are accepted and valued, respected, free from racism and discrimination, and connected with social and cultural networks ● The mana of learners is upheld in their learning environment and their voices are heard and integrated in decisions around the planning and provision of learner support services 	<ul style="list-style-type: none"> ● Feedback form learners – evaluations & forums ● Trainer support ● Wellbeing handbook ● Trainer resource kete (posters etc) ● Posters for referral to management where required ● Induction process ● Work experience ● Employment support ● Class rules

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<p>Prioritise professional learning and development for training staff</p>	<p>Training staff understand:</p> <ul style="list-style-type: none"> • The risk factors to wellbeing, have an awareness about mental health problems and drug/alcohol addiction • The causes of behaviour; can respond wisely to 'difficult' behaviour, both responding actively with clear consequences • Strategies associated with Te Tiriti o Waitangi relevant to learner's wellbeing 	<ul style="list-style-type: none"> • Professional development for all Tertiary trainers <ul style="list-style-type: none"> ○ Ako Aoteroa Public workshops Tertiary Conferences, internal training sessions Responding to difficult behaviour Deescalating difficult behaviour Drug and Alcohol awareness Healthy lifestyle choices • Encourage all trainers to complete the New Zealand Certificate in Adult Education and Tertiary Teaching and/or New Zealand Certificate in Adult Literacy and Numeracy
<p>Connect learners with support services</p>	<ul style="list-style-type: none"> • Learners have adequate access to advice, information and services which help them to meet their basic needs • Where required provide clear pathways for learners of help and referral, including the involvement of outside agencies 	<ul style="list-style-type: none"> • Trainer support • Wellbeing handbook and posters • Self-directed study workbooks • Posters for referral to management where required • Induction process
<p>Implement targeted responses</p>	<ul style="list-style-type: none"> • Ensure Initiatives and developments are effectively resourced, monitored and evaluated using a broad range of information including learner voice 	<ul style="list-style-type: none"> • Spot checks • Trainer resource kete • Learner evaluations and forums
<p>Review</p>	<p>Review learner wellbeing outcomes</p> <ul style="list-style-type: none"> • Use data to assess the quality of current practices • Enable training staff to reflect on their own pastoral care practices • Communicate progress regularly • Provide sufficient capacity and resources to successfully integrate the outcomes of the review 	<ul style="list-style-type: none"> • Annual review • Annual audit • Annual Report • Twice yearly Tertiary trainer conferences