

KALANDRA SELF REVIEW – CODE OF PRACTICE 2023

OVERALL SELF REVIEW – OUTCOME 1: A LEARNER WELLBEING AND SAFETY SYSTEM

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners?</p>	<p>It has been proven by research that the whole of provider approach is the most effective way of supporting students. Kalandra has used the process since its inception and every member of staff is involved in the support of our learners. The first step is for students to contact their lecturer (if they prefer not to, they can skip this step) or their lecturer can then advise the pastoral care person to offer support. The Academic Manager may be brought in or in some instances the CEO has intervened and supported the learner. Kalandra’s Kaupapa is to support the vulnerable - this is not just clients in the health system but our students who may be under stress. An example of the effectiveness of this support is a L5 student whose husband died suddenly took time out of her study in early 2022 and with support returned to her programme some months later and will graduate in 2024.</p>	<p>Feedback from learners indicate that we meet their needs and have done through this review period exceptionally well. This is anecdotal as well as through our surveys and student council meeting minutes. Academic Manager Report Academic Board Minutes Management Meeting Minutes Health and Safety meetings Student surveys</p>	<p>Better feedback will determine if we need to add more layers of support. At this stage, the whole of provider approach is working well. Looking forward beyond 2022-23 we plan to provide more intensive support through our online learning around living in New Zealand. This will be implemented in 2024 in line with programme reviews and new versions for L 3 and 4 qualifications. With having staff located in different areas there is also the opportunity to meet with students locally and employers in different towns and locations. Canvas material being adapted to include tikanga and kawa along with study safe skills and the development of neurodiverse content in our learning material will be implemented over 2024. (started 2023)</p>
<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>We use anecdotal (emails and phone calls) from learners from those who reach out, but we are also in contact with students weekly through the live webinar and also the interactive work in Canvas. If a learner is not engaging this is reported</p>	<p>Pastoral Care notes. Significant concerns report Emails and anecdotal feedback via phone calls. Often learners want to hear a voice. This is the medium we will continue to use, as it is so</p>	<p>Using the Facebook groups more to gain feedback and engaging with graduates who are prepared to mentor and support the learners to raise their voices. Kalandra will still support and encourage focus</p>

	<p>directly to the pastoral care person who will give them a wellness call to make sure they are OK. Most students respond to this call, and we will then work with them on regaining their health or safety.</p>	<p>effective. Focus groups were not as successful due to students being reticent to join them due to workload and family commitments.</p>	<p>groups to provide feedback and review again in 2024</p>
<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>Kalandra holds Te Tiriti o Waitangi as a binding relationship between the crown and tangata whenua of New Zealand. We acknowledge all the articles and include acknowledgement of Te Ao Māori. Throughout our programmes we have embedded Māori health models that we consider to be best practice. Students are also required to participate and complete modules in Colonisation and tikanga Māori. Staff participate in their development of Tikanga Māori relevant to their roles as lecturers, support staff or management. We have developed and are developing relationships with iwi throughout Auckland and Aotearoa including as far South as Otago and as far north as Awanui. This will only grow as our organisation grows.</p>	<p>AKO Aotearoa Professional Development enrolments and completions. Email communication with Māori stakeholders. Hui dates and records. Staff personal relationships. Staff iwi affiliations</p>	<p>The development of Kalandra as a partner with Māori in the pursuit of success and achievement for learners is ongoing and will continue to grow. Our focus for 2023 – 24 is to support Māori learners in acknowledging Te and working with them to create the best environment where they can thrive and become leaders. In 2023, all our programmes incorporate whanaungatanga within the cohort. This supports the creation of relationships with the students' using connections and common aspects of their lives. It will become like a family, and they will, in turn, support each other. Learners really thrive in this environment, and it is especially nurturing for Māori learners. Students provide feedback on the relationships and culture within the class at the end of each cohort and results are viewed with a full review each year.</p>

<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans.</p>	<p>Kalandra believes everyone should be treated with respect and welcomed as a “Kalandra family member”. Our Strategic Plan sets out that each student should be provided with the support to achieve to the best of their ability. We also set out that we want them to embrace lifelong learning and enjoy the learning process.</p>	<p>Student Handbook. Advertising. Website.</p>	<p>We constantly review our practices to ensure that they meet learner needs. This is evident with our response to covid over the last 3 years. We expect this process to keep evolving, as new measures are introduced, to support learner voice to be heard. We see more joint goals and strategic plans being made with learners from our focus groups and wide range of stakeholder feedback. The inclusion of a student on our Advisory Group will contribute to the strategic goals and plans through providing feedback on the student experience while at Kalandra. This will be reviewed as required.</p>
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OVERALL SELF -REVIEW – OUTCOME 2: LEARNER VOICE

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.</p>	<p>All learners are treated with respect and empathy. Kalandra’s Kaupapa is to support the vulnerable person, and this includes our learners and the clients we serve in the community. The use of Te Whare Tapa Whā and the 4 pillars of health is embedded as best practice through our programmes and is also considered best practice for a healthy balanced life for all. Kalandra has not had significant diversity issues due to their commitment to meeting individual needs, but the mana of a learner and their individuality is celebrated. Kalandra has received significant feedback concerning their effectiveness in this.</p>	<p>Student feedback. Response to covid stress on the Health System and Learners. One on one support for technology issues. One on one for those who have learning barriers whether it be ESOL or Dyslexia etc. Pastoral Care reports. Significant concern reports. Emails Management Meeting Minutes Staff Meeting Minutes</p>	<p>Kalandra is connecting, during 2023-4 with peak bodies to further develop their support of diverse learners with disabilities. For priority learners such as Māori and Pacific Learners we will continue to encourage focus groups. We have a learner on our Advisory Group and will monitor the feedback we gain from this and review whether this could be widened to bring other people in to represent our priority groups. Increase learner voice through completing anonymous surveys by way of announcing them and promoting them in Facebook and Canvas as well as being encouraged from the beginning to provide feedback to allow us to make changes as required.</p>
<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>Every incident is used as a learning opportunity and learner voice is listened to and noted. Kalandra requests feedback for module feedback, end of programme feedback, lecturer performance feedback. Included in this feedback is several questions around the difficulty of the work and how long they had spent on the work. With students online there is not</p>	<p>Student Feedback. Student Council Minutes. Significant concern content (where a student has been contacted by pastoral care). Academic Managers Report Staff meeting minutes. Management meeting minutes</p>	<p>Going forward into 2024 Kalandra will use the online learning portal CANVAS to try and gather more feedback across a wider group of students through announcements and reminders and informing them of why we need their feedback. We will also use Facebook to remind</p>

	<p>the same requirement for health and safety in a physical sense but there certainly is for mental health if we see in a survey that all the students commented they are spending more than 25 hours a week on their study we will look at why that might be and reach out for further information and provide pastoral care support for those who are struggling with workload.</p>	<p>Stakeholder Advisory Group minutes.</p>	<p>learners to provide feedback to inform Kalandra of their needs. Focus groups will be supported and encouraged to provide a safe space for learners to give feedback to change or improve practice.</p>
<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>Kalandra is committed to Te Tiriti o Waitangi and the articles of the Tiriti, including the understanding of Te Ao Māori. As best practice Kalandra use Māori Health Models and these are woven through the programmes. Kalandra looks at the learner holistically and this works well with Te Whare Tapa Wha Health Model. Māori Learners who wish to be assessed in Te Reo are able to do this for all assessments.</p>	<p>Programme content. QMS. Professional Development. Academic Managers Report Staff Meeting Managers Meeting Stakeholders advisory Group minutes.</p>	<p>In 2022 some staff participated in Treaty workshops with AKO. Going forward into 2023, they participated in workshops creating Treaty Partnerships and including the Treaty in management roles. Ongoing PD will cover the role of whanaungatanga in our cohort's, creating connectedness among our learners. Relationships with iwi and Māori based providers will continue to develop. The focus groups will provide feedback on all aspects of upholding the Tiriti at Kalandra. All new non-Māori staff will have completed ti Tiriti training by Dec 2023 and Māori Staff by early 2024.</p>
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Assessing learner feedback aligns with our learner wellbeing and safety strategic goals and plans. Engagement with students is taken into consideration with all our goals and plans.</p>	<p>Student feedback participation numbers.</p>	<p>Student focus groups will be encouraged and supported. Promoting learner voice as their way of including our direction and strategic plan through Facebook / Canvas/ reminders from staff.</p>

OVERALL SELF-REVIEW – OUTCOME 3: SAFE, INCLUSIVE, SUPPORTIVE, AND ACCESSIBLE PHYSICAL AND DIGITAL LEARNING ENVIRONMENTS

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?</p>	<p>Kalandra is very effective in fostering learning environments. Although our learning environment is virtual, every effort is made to support learners to feel they are part of the Kalandra whānau. Where students have identified as requiring extra support to achieve, this has been provided wherever possible. Face to Face International through orientation and the Kalandra Kaupapa of family and whanaunatanga. Learners gain confidence to ask for support when required.</p>	<p>Student feedback. QMS review. Financial records. Academic and Pastoral Care Reports. Lecturer and Management meetings</p>	<p>With a greater level of student feedback expected over the next 2023/24 years, we can learn more about the needs of our learners and support them as required. With the introduction of a section in the learner plans about identifying disability and the 2023 inclusion of this in the enrolment forms, this will also help Kalandra identify where we need to focus resources. With increased international classes we will learn more of their needs and currently these are reviewed at the end of each cohort.</p>
<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>We currently use survey monkey to obtain student voice and a student council. The Pastoral Care officer reached out to every student last year to solicit their well-being during 2022 to ascertain their health and wellbeing after the pandemic and impact of the health system crisis. Lecturers recorded stress and student disengagement in their weekly reports and noted where they had significant concerns about a student’s progress on the programme, and/or their wellbeing. This was followed up immediately.</p>	<p>Survey monkey results. Academic Manager Reports. Student Council Minutes. Significant Concerns. Emails to and from students Weekly reports Lecturer meetings Management Meetings</p>	<p>We will keep supporting focus groups for feedback. Kalandra will lift the focus of feedback on programmes and Kalandra as a learning environment reaching students through formal and informal processes.</p>

<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing safety practices for this outcome?</p>	<p>Kalandra upholds the Te Tiriti o Waitangi and the articles and recognises Te Ao Māori. It is important to Kalandra that students are supported in all aspects of their lives and believe that the Te Whare Tapa Whā model of health is vital to the wellbeing of all their learners. This means supporting the learner's whole being - physical, mental, spiritual, and social. Kalandra believes that all students have the right to aspire to their goals and dreams and are entitled to support to do this.</p>	<p>Student feedback Hazard / Incident Reports QMS (Promapp) Health and safety Reports</p>	<p>Kalandra has begun to develop strong relationships with iwi, and this will be ongoing into 2024 and beyond. The support from Tangata Whenua will further develop Kalandra's work in creating partnerships based on Te Tiriti.</p>
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>The overarching strategic goal for Kalandra is that all students achieve their potential and improve their lives and the lives of the clients in their care. Kalandra has shown, with its support of students through the pandemic, and the aftermath that their current practices have supported learner wellbeing and safety. The ability to change when required has certainly meant that our current practice aligns with learner wellbeing and safety and is able to respond quickly to need.</p>	<p>Changes to length of study if required. Month release from study on application. Removal of weekly task expectation during extreme time of stress on students and health care system. Pastoral Care reports. Academic Manager reports. Significant concerns. Student feedback. Student Council Meeting minutes.</p>	<p>As situations and needs arise or are identified, Kalandra will input strategies and plans to deal with them. Evidence of this is by our reaction to the stress, illness, and staff shortages that our learners were experiencing in their lives. We will continue to meet needs as they arise through our learner voice, lecturer, and pastoral care reports.</p>

OVERALL SELF-REVIEW – OUTCOME 4: LEARNERS ARE SAFE AND WELL

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we support learners to manage their physical and mental health through information and advice?</p>	<p>Kalandra provides excellent information for both domestic and international students from the marketing material, information zooms, student handbook and orientation and then ongoing through the programme through lecturer and pastoral care support.</p>	<p>Student Handbook. Reports Pastoral Care and Academic. Student Council. Learner plans. Significant concerns Pre enrolment and orientation zooms.</p>	<p>With expected increased learner voice, we will have more information to develop this support further as required. With international student numbers expected to grow we also expect the pastoral care role to grow there are plans for this to be spread across 2 people one for International and one for domestic both supported by the whole of the organisation as required.</p>
<p>How effectively do our current practices identify and respond to learners who need additional support?</p>	<p>We have excellent systems through course monitoring, student engagement and the significant concerns process along with our correspondence with learners.</p>	<p>Student feedback. Student Council minutes. Pastoral Care and Academic Manager reports. Learner plans.</p>	<p>With increased learner voice, feedback from peak body, iwi, and focus groups we will have more information to develop the identification and response to learner needs. With international student numbers expected to grow we also expect the pastoral care role to grow there are plans for this to be spread across 2 people one for International and one for domestic both supported by the whole of the organisation as required.</p>
<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our</p>	<p>Kalandra works effectively in their commitment to Te Tiriti we have links and support to ensure we work within ti Tiriti.</p>	<p>QMS. PD plans. Māori health models used as best practice for our student health and wellbeing.</p>	<p>With increased learner voice, feedback from peak body, iwi, and focus groups we will have more information to develop the</p>

<p>learner wellbeing and safety practices for this outcome?</p>		<p>Carolynn Tipene Dip Whanau Ora – consultant on tikanga and pastoral care</p>	<p>identification and response to learner needs.</p>
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Kalandra is effective in the alignment of our strategic goals and plans. Being a small organisation, we can respond to need quickly and effectively.</p>	<p>QMS. Strategic Plan. Vision. Academic Board Minutes Governance Board Minutes Management Meeting minutes</p>	<p>Strategic Plans are reviewed annually. With Promapp in 2024 it is expected that evidence will be gathered much more efficiently and timely so that at any time we may get a snapshot of how our strategic goals meet the needs of our learner wellbeing and safety. Promapp conversion will be completed in 2024</p>

OVERALL SELF-REVIEW – OUTCOME 9: PROSPECTIVE INTERNATIONAL TERTIARY LEARNERS ARE WELL INFORMED

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do current practices ensure that prospective international tertiary learners can make informed choices about the study and services we provide?</p>	<p>Kalandra provides many opportunities for students to be informed about the training with Kalandra. Most have agents to support them through the process. Kalandra has many steps in order to ensure the learner has chosen the right programme for them and will align with their career aspirations.</p>	<p>Student feedback both through surveys and anecdotal. Academic Manager reaching out to all students for evidence of good practice and what could be improved. Pastoral care reports Registrar emails Facebook responses Training emails</p>	<p>Increasing the pre-enrolment processes to ensure the student has made the right choice for their career aspirations will be monitored in 2024 and reviewed with changes made as required. Response times set in place for 2024 for Facebook and email contact.</p>
<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>Face to Face classes are much easier to gain feedback through both formally and informally as students are in the class and available to schedule reviews and one on one catch ups. The Pastoral Care and Campus Manager is also on site to listen to feedback and provide support.</p>	<p>Student feedback both through surveys and anecdotal. Pastoral Care and Campus Manager contact on a daily basis. Academic Manager reaching out to all students for evidence of good practice and what could be improved.</p>	<p>More feedback on the enrolment process and where we might make the process less stressful for learners will be solicited in 2024.</p>
<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>Kalandra upholds the Te Tiriti o Waitangi and the articles and recognises Te Ao Māori. It is important to Kalandra that students are supported in all aspects of their lives and believe that the Te Whare Tapa Whā model of health is vital to the wellbeing of all their learners. Students learn this model through the support provided to them when they first connect with Kalandra until they leave as graduates.</p>	<p>Marketing and promotional information. Programme content information.</p>	<p>As relationships develop there will be more interaction for students, with tangata whenua.</p>

<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>The overarching strategic goal for Kalandra is that all students achieve their potential and improve their lives and the lives of the clients in their care. Through the information provided to prospective students, Kalandra ensures that their learners understand they are entering a safe and whānau orientated organisation.</p>	<p>Marketing and Promotional Material. Student satisfaction surveys. Academic and Pastoral Care reports.</p>	<p>Kalandra is a relatively young organisation and much of their existence has been through covid and International Students have been recruited on shore. As the borders opened and International Students were welcomed back, we are obtaining more feedback and will ensure to make changes to processes that may need tweaking.</p>
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OVERALL SELF-REVIEW – OUTCOME 10: OFFER, ENROLMENT, CONTRACTS, INSURANCE AND VISA

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do our current practices enable international tertiary learners to make well-informed enrolment decisions and to understand their enrolment contract prior to entering into it?</p>	<p>Effective. Several interactions are made with the student prior to enrolment to ensure they understand the contract they are entering into.</p>	<p>Marketing and Promotional Material. Enrolment forms. Interview. FAQ's. Information zooms Registrar emails</p>	<p>With more experience in delivering to International Students, Kalandra will always review and develop our practices.</p>
<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>Effective – we survey students who have enrolled on a programme of study</p>	<p>Student surveys. Student council. Emails and conversations with Pastoral Care “campus mum”. Academic and Pastoral Care Reports.</p>	<p>There will be more emphasis on surveying the enrolment process and the information supplied from Kalandra with reference to code requirements. This will influence any changes we make in our processes regarding this outcome.</p>

<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>Kalandra upholds the Te Tiriti o Waitangi and the articles and recognises Te Ao Māori.</p>	<p>QMS. Relationships and Feedback from Iwi. Carolynn Tipene Dip Whanau Ora tikanga and Tiriti support</p>	<p>Kalandra plans to work closely with Māori to ensure we are upholding and working with in the expectations of ti Tiriti.</p>
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<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Very effective. Kalandra is a student centric provider where the learner’s wellbeing and success is key to the success of the organisation as a whole. The strategic goals and plans are around student satisfaction and success. With their belief in the health model Te Whare Tapa Whā, it supports this as it takes all 4 pillars of the individual to ensure that they can thrive and do well.</p>	<p>Student feedback. Anecdotal feedback to Pastoral Care. Reports by Pastoral Care and Academic Manager.</p>	<p>With more experience in delivering to International Students, Kalandra will always review and develop our practices as required.</p>
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OVERALL SELF-REVIEW - OUTCOME 11: INTERNATIONAL LEARNERS RECEIVE APPROPRIATE ORIENTATIONS, INFORMATION AND ADVICE

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we ensure that our orientation programmes and ongoing advice to international tertiary learners support their achievement, wellbeing, and safety?	The student handbook is very thorough. It takes the student through everything they might need during their learning journey. From information about Auckland to support with medical advice. There is information, both printed and digital and orientation zooms, which ensure the learner is committed and has the opportunity to ask any questions face to face.	Orientation zooms (recorded). Student Handbook. Marketing and Promotional Material. Pastoral Care Reports Anecdotal evidence Emails and conversations with students formal and informal	There will be more emphasis on surveying the enrolment process and the information supplied from Kalandra with reference to code requirements. This will influence any changes we make in our processes regarding this outcome.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Effective for International Students. We use survey monkey, on a regular basis, to inform us of what the learner thinks and wants from us, as support.	Student surveys. Anecdotal evidence Emails and conversations with students formal and informal	There will be more emphasis on surveying the enrolment process and the information supplied from Kalandra with reference to code requirements. This will influence any changes we make in our processes regarding this outcome.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Ti Tiriti is something many international students do not understand until they study it in depth during their orientation and their programme. But students are informed of the treaty and that many of our health models and care provided is in accordance with the treaty .	Anecdotal evidence Emails and conversations with students formal and inform. Information zoom	With feedback designed to gather this information we will be influenced by the results as to how to develop in this area.

<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Effective. Kalandra is a student centric provider where the learner's wellbeing and success is key to the success of the organisation as a whole. The strategic goals and plans are around student satisfaction and success. With their belief in the health model Te Whare Tapa Whā, it supports this as it takes all 4 pillars of the individual to ensure that they can thrive and do well.</p>	<p>Orientation zooms (recorded so they can be watched again). Student Handbook. Te Whare Tapa Whā health model delivered in all programmes. Promotional Material. Anecdotal evidence Emails and reports by Academic Manager and Pastoral Care</p>	<p>Strategic Goals are reviewed annually. With Promapp much of the evidence required for this review should be gathered and available and updates can be made much more quickly. Promapp should be providing this information by mid-2024</p>
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OVERALL SELF-REVIEW - OUTCOME 12: SAFETY AND APPROPRIATE SUPERVISION OF INTERNATIONAL TERTIARY LEARNERS

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do our current practices ensure that our international tertiary learners under 18 years are safe and appropriately supervised in their accommodation?</p>	<p>Not applicable - all programmes require evidence the students are over 18</p>	<p>N/A</p>	<p>N/A</p>
<p>How effectively do we communicate with the parents or legal guardians of our learners under 18 years?</p>	<p>Not applicable - all programmes require evidence the students are over 18</p>	<p>Not applicable - all programmes require evidence the students are over 18.</p>	<p>Not applicable - all programmes require evidence the students are over 18.</p>
<p>When we provide or arrange accommodation for learners 18 years or over (that is not subject to Part 5 of the Code):</p>	<p>Not applicable - we do not provide accommodation for learners over 18</p>	<p>Not applicable - we do not provide accommodation for learners over 18.</p>	<p>Not applicable - we do not provide accommodation for learners over 18.</p>

<ul style="list-style-type: none"> - how effectively do our current practices ensure that this accommodation is a safe, acceptable, and a lawful living environment? - how effectively do we communicate with the learner and ensure accommodation issues arising, are addressed? 			
<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>Effectively. Through our relationship building with each individual student, by our pastoral care officer, students voices are heard, and students are supported. Changes to any processes have always been subject to learner need as requested through learner voice</p>	<p>Student survey feedback. Pastoral Care and Academic Manager Reports.</p>	<p>With more experience in delivering to International Students, Kalandra will always review and develop our practices.</p>
<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>Kalandra upholds the Te Tiriti o Waitangi and the articles and recognises Te Ao Māori.</p>	<p>Staff PD. Relationships with iwi and key Māori health providers.</p>	<p>With more experience in delivering to International Students, Kalandra will always review and develop our practices to meet this outcome.</p>
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety</p>	<p>Kalandra is a student centric provider where the learner’s wellbeing and success is key to the success of the organisation as a whole. The strategic goals and plans are around student satisfaction and success. With the use of the health</p>	<p>Marketing and promotional material. QMS. Te Whare Tapa Whā is in all health programmes.</p>	<p>With more experience in delivering to International Students, Kalandra will always review and develop our</p>

strategic goals and strategic plans?	model Te Whare Tapa Whā, it supports all 4 pillars of the individual to ensure that they can thrive and do well.	Student Handbook.	practices to further meet this outcome.
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