



SPELD New Zealand Pastoral Care and support

Pastoral Care (health, safety and wellbeing) is part of our tikanga/values, whether you are a candidate on our programme, one of our professional members or a client receiving support from SPELD NZ. Support for priority learners is embedded in our philosophy.

Your **Pastoral Care** as a candidate on our programme is part of our responsibility on your learning journey with us. We are here to support you in achieving your learning goals, and create a sense of community in your learning, but we do need your help and participation. Our expectation is of mutual respect, tolerance and understanding.

We ask that you:

- Show respect and courtesy for all candidates on the programme, your kaiārahi/learning leader, your Associate Teacher, and our staff/kaimahi
- Contribute to a cooperative learning environment by following acceptable online etiquette – actively engage in the programme forums - but no bullying or denigrating comments. We foster a Tuakana: Teina relationship of learning from each other, notwithstanding age or experience. This can only happen in an environment of trust and respect
- Prioritise your study, doing your best to succeed but not so it puts your health and wellbeing at risk
- Let us know if you have any health or wellbeing issues, and ask us for help when you need it; from your Kaiārahi/Learning Leader, Convenor or other SPELD NZ staff/kaimahi
- Give us your feedback whether a brickbat or bouquet. We need to know how we can make our programme better, and what is working well for you. Your feedback can be given to us directly to your kaiārahi, kaimahi, the Convenor or through the surveys from time to time.

Each year we review of our pastoral care performance, applying the principles of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the code).

The evidence we use to support our review includes policies and procedures for relevant outcomes, Kaiārahi reports, surveys at three checkpoints during the programme, anecdotal feedback from candidates and other stakeholders. The reports and data are analysed and used to make improvements. The information and learner wellbeing are regularly reported to the board and to the Professional Standards Committee.

Examples of changes made in response to feedback in 2025 and 2026. We have;

- Realigned the course material to make learning progression flow better
- Added more information about dyscalculia
- Incorporated recommended reading within the online course
- Revised the practicum component to increase contact time
- Reviewed material on:
 - recommended resources
 - science of reading
 - Skills assessments

Action Plan 2027: Once the 2026 final evaluations have been analysed, we will update our action plan for 2027. We will continue to promote kaimahi and kaiārahi cultural awareness.

Complaints and critical incidents 2026: None